



Miras International School



STUDENT PARENT HANDBOOK

PRIMARY SCHOOL

2016-2017



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Message from the Primary School Principal



Dear Parents and Students,

On behalf of the staff of the Primary School I would like to extend a warm welcomes to all new students and their families. I would also like to welcome those students and families who are returning to Miras International School.

I look forward to working closely with all members of the school community, so that together, we can create and sustain a productive and exciting learning environment for all.

This handbook contains information to help you and your child adapt to the school. Please feel free to contact teachers or administrators if you need further clarification. We are always happy to answer your questions and welcome any suggestions regarding the improvement of our school.

You will also receive a curriculum guide in which the overall learning expectations in each subject area are identified, as well as information regarding our approach to teaching, learning and assessment.

Best wishes for a successful year.

Kind Regards

Annia Dear
Primary School Principal
Miras International School

The Mission Statement of the International Baccalaureate

The International Baccalaureate Organization (IBO) 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 IBO 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.

Miras International School Mission Statement

Miras International School provides students with a quality education which is based on the integration of IB and Kazakhstani Standards and practices and is delivered in a choice of three languages of instruction: Kazakh, English and Russian with English as a Language for in-school communication. Miras is committed to educate students as life-long learners enabling them to appreciate and respect a diversity of cultures and actively contribute to the positive changes in the world.

School Philosophy

Miras International School (MIS) believes that what students learn at school should have meaning and relevance in real-life contexts. MIS promotes the skills and attitudes of community and global citizenship. MIS is committed to an ongoing programme of review to maintain the school's high standards.

Our programmes and practices are motivated by the following beliefs:

Student Development

Complete education develops students socially, intellectually, physically and aesthetically to prepare them for life in a rapidly changing world. At MIS, students are encouraged to develop the skills and attitudes to become caring, committed and contributing citizens with respect for individuals, other cultures and the world.

Social and Cultural Integration

The school community has a strong respect for, and appreciation of, cultural differences and human rights. Through the International Baccalaureate programmes, all students are part of a uniquely international community, which has at its core mutual respect and a tolerance for difference. We recognize the importance of the Kazakh language and culture and endeavour to promote these.

Acquired Knowledge and Learning Potential

A quality education recognizes the uniqueness of each student, the importance of acquiring knowledge and skills, IB Learner Profile attributes and the awareness that students must be encouraged to reach their full potential.

A Challenging Curriculum

The best school curricula are challenging and engaging while including a variety of instructional methods to fulfill the needs of students with different aptitudes. Our learning activities nurture curiosity and creativity, encourage intellectual risk-taking, and develop critical and independent thinking.

A Qualified and Enthusiastic Staff

All educators at MIS are highly competent and dedicated professionals who model the IB Learner Profile attributes and help students identify and develop their talents within the school and community. MIS is committed to the continuous professional development of its staff.

A School Community

An international school is a strong and cohesive community of faculty, staff, families and students that encourages the development of the skills and attitudes of responsible citizenship. We actively seek the involvement and co-operation of parents and the community.

Accountability

Teachers, administrators, students and parents work together towards these educational goals and are accountable for student learning.

Facilities and Resources

The MIS campus provides a safe and stimulating learning environment where a diverse programme, including academics, sports and the arts, is offered.

Description of the School

Miras International School, Almaty is a Branch of the Nursultan Nazarbaev Educational Foundation. The school was founded in 1999 to form a new educational model in Kazakhstan and has experimental school status with the RK Ministry of Education and Science. Currently there are 515 students enrolled at the school, 292 of whom are in the primary section.

Miras International School is:

- Accredited by the Council of International Schools (CIS)
- A member of the European Council of International Schools
- A UNESCO Associated School
- Accredited by the New England Association of Schools and Colleges
- Cambridge University accredited examination center for the International General Certificate of Secondary Education (IGCSE)
- An International Baccalaureate world school authorized to offer the three IB Programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP) and the Diploma Programme (DP).

The Learner Profile

At the core of all three IB programmes is the learner profile. The aim of all three International Baccalaureate programmes is to develop internationally minded people. The learner profile attributes define what an 'internationally-minded' person is and provides a shared vision for our whole school to help create the best possible environment for learning. We expect all members of the Miras International School community (parents, students, teachers, administrators) to model the attributes of the learner profile.

IB learners strive to be:

Inquirers: They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable: They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers: They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators: They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled: They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded: They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring: They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers: They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced: They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective: They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Primary School Organisation

There are three levels within the primary school:

| | |
|---------------|-------------------|
| Preschool | 3 to 5 year olds |
| Kindergarten | 5 to 6 year olds |
| Grades 1 to 5 | 6 to 11 year olds |

The Pre-school caters for our three and four year old students. There are two three year old classes; A3, K3 and there are two four year old classes; A4 and K4.

Kindergarten caters for our five year old students. There are three KG classes: KGA, KGB, and KGC.

In Grades 1 to 5 we have a slightly different structure. In each grade there are options for students to work in Kazakh, Russian or English as their language of instruction. Currently in Grades 1 and 2 we have fewer students able to access English as their language of instruction so their classes are organized as composite or multi-age classes.

Summary of Class Organisation

| Grade | Russian Language of Instruction with English enrichment for native English speakers | Russian Language of Instruction | Kazakh Language of Instruction | English Language of Instruction |
|--------------|---|---------------------------------|--------------------------------|---------------------------------|
| Pre-School | A3 | A4 | K3 and K4 | |
| Kindergarten | KGB | KGA | KGC | |
| Grade 1 | | 1A, 1B | 1C | 1D |
| Grade 2 | | 2A & 2B, 2F | 2C | 2D |
| Grade 3 | | 3A & 3B | 3C | 3D |
| Grade 4 | | 4A & 4B | 4C | 4D |
| Grade 5 | | 5A & 5B | 5C | 5D |

Class Size

Primary school classes usually have no more than 22 students. Preschool classes are limited to 20 students.

Primary School Timetables

Pre School

| A3 and K3 | | A4 and K4 | |
|--------------|-----------------------|--------------|-----------------------|
| 08:00-09:15 | Lessons | 08:00-09:15 | Lessons |
| 09:15-09:35 | Breakfast | 09:20- 09:40 | Breakfast |
| 09:35- 10:00 | Outdoor Play Time | 09:40-10:10 | Outdoor Play Time |
| 10:00-10:40 | Lessons | 9:40-11:00 | Lessons |
| 10:40-10:50 | Vitamin Break | 11:00-11:10 | Vitamin Break |
| 10:50-11:30 | Lessons | 11:10-12:00 | Lessons |
| 11:30-12:30 | Outdoor Play Time | 12:00-12:40 | Outdoor Play Time |
| 12:30-13:00 | Lunch | 12:40-13:00 | Lunch |
| 13:00-15:00 | Nap Time | 13:10-15:00 | Nap Time |
| 15:20- 15:40 | Snack | 15:20- 15:40 | Snack |
| 15:40-16:40 | Art /Indoor Play Time | 15:40-16:40 | Art /Indoor Play Time |
| 16:40-17:00 | Dinner | 16:40-17:00 | Dinner |
| 17:00-18:00 | Outdoor Play Time | 17:00-18:00 | Outdoor Play Time |

Specialist Subjects

Students attend classes with specialist teachers for music (3 lessons per week), PE (2) and dance (2).

| Grades One to Five | | Kindergarten | |
|---------------------------|---|----------------------|---------------------|
| 8:00 – 8:40 | Period 1 | 8:00 – 8:40 | Period 1 |
| 8:40– 9:10 | Period 2 | 8:40 – 9:20 | Breakfast |
| 9:10 – 10:00 | Breakfast | 9:20-10:00 | Period 2 |
| 10:00 – 10:40 | Period 3 | 10:00-10:40 | Period 3 |
| 10:45 – 11:25 | Period 4 | 10:40 – 10:50 | Vitamin Break |
| 11:30 – 12:10 | Period 5 | 10:50-11:25 | Period 4 |
| 12:10 – 12:50 | Lunch | 11:30-12:00 | Period 5 |
| 12:50 – 13:30 | Period 6 | 12:00-12:50 | Lunch |
| 13:35– 14:15 | Period 7 | 12:50-13:30 | Period 6 |
| 14:20 – 15:00 | Period 8 | 13:35-14:15 | Period 7 |
| 15:00 – 15:15 | Snack | 14:20-14:45 | Snack and Home Room |
| 15.30 – 16:20 | After School Activities (Tuesday and Thursday) | | |

Please note:

On Wednesdays school finishes for Kindergarten to Grade 5 at 14.30 (after snack) to enable all teachers to participate in professional development sessions. It is most important that students are collected promptly as they cannot be supervised after 14:45 on Wednesday.

The School Day

Preschool

The school is open for preschool students from 08:00 until 18:00.

Kindergarten

Kindergarten students start the day at 08:00, finish at 14:45 and should be collected by 15.15 after snack

Grades One to Five

Grades One to Five students start at 08.00, finish at 15:00 and should be collected at 15:15 after snack. On Wednesdays school finishes at 14.20 to enable all teachers to participate in professional development sessions.

Attendance

To complete a year, a student should attend at least 80 % of the school days over the year. Please plan family vacations and visits ahead of time to avoid interruptions to your child's learning. Students should arrive on campus no later than 07.55 in time for their first lesson at 08.00. Please do not bring your child to school before 07:45 as we are unable to provide supervision. Students are to remain in school until 15.15 unless specific written permission to leave the campus has been granted. Transport arrangements must be made by parents to ensure students vacate the school grounds promptly at the end of the school day.

Tardiness

Regular tardiness to school impacts your child's and other students' learning, often resulting in poor academic progress. Teachers check students' attendance daily at 8:00 am and make records in the register and attendance lists. If students are frequently late the school administration will send notification letters home. The number of tardy days is noted on the school report.

If you need to take your child home during the school day please inform the homeroom leader beforehand. Homeroom leaders give a special pass-slip that you must have signed by one of the responsible administrators:

| | | |
|--------------------------|--------------------------|-----------------------|
| • Pre-school: | Pre-school Coordinator | Elena Laddran |
| • Kindergarten: | Kindergarten Coordinator | Dinara Rysmagambetova |
| • Primary School: | Principal | Annia Dear |
| | Vice Principal | Gulzariya Myrzakanova |

The signed pass slip should be shown to security guards when leaving the school campus. Students are not allowed to leave the school campus without the appropriate signed special pass slip.

Absences

Parents are expected to notify the school secretary if their child will be absent. Absence because of illness should be confirmed with a medical certificate. Frequent absences and subsequent failure to meet the requirements of the programme may result in the student being given extra work to fulfill requirements, or being required to repeat a grade.

Parking

When visiting the school please park your car in the primary car park.

Admission Policy

The school has an admission policy that gives clear guidelines for student admission. Students from Kindergarten to Grade 5 are assessed in their home language and mathematics. They must also achieve a grade appropriate level in English. Student placements are made primarily on age as at November 1.

| Grade | Age as at November 1 |
|---------------------|-----------------------------|
| Preschool - Nursery | 3 years old |
| Preschool - Junior | 4 years old |
| Kindergarten | 5 years old |
| Grade 1 | 6 years old |
| Grade 2 | 7 years old |
| Grade 3 | 8 years old |
| Grade 4 | 9 years old |
| Grade 5 | 10 years old |

After School Activities

After school activities are offered twice a week, on Tuesday and Thursday, from 15.30 till 16:20. A variety of clubs that have been offered in the past include: art, crafts, sports, rock climbing, computers, chess, dance, drama, choir, toastmasters, foreign languages, swimming. Parents and students will be notified of the after school activities offered for semester one and these will start at the end of September.

Assemblies

School assemblies are held from time to time during the school year to celebrate student learning. Parents are welcome to attend.

Celebrations and Events

There are traditional events in the school, such as the First and Last Bell ceremonies, Nauryz celebrations, Teachers Day and New Year celebrations. Specific events in the primary school include Women's Day Concert (March) and the Grade 5 exhibition (April/May).

Birthday Parties at Pre- School and Kindergarten

If you wish to celebrate your child's birthday at school, you need to inform the Homeroom Leader and school doctor and complete an application form a week before so together you can discuss the menu and activities.

Birthday Parties at Primary School

If you wish to organize a party for your child's birthday you may do this in the school cafeteria during afternoon snack time (3.00pm - 3.15pm). Please first seek permission from the Primary Vice-Principal and the head of the cafeteria. The school doctor must check the quality of food delivered before the party. **No** parties are to be arranged during school time.

Communication

Presentations for Parents

The School holds regular presentations to keep parents informed. Presentations include information regarding content of programmes, teaching and assessment methods. We strongly recommend that you attend these presentations.

Parent Teacher Meetings

We encourage close contact between parents and teachers and you are encouraged to arrange meetings with teachers when the need arises. Meetings are more effective if they are planned in advance with a time set which suits both parent and teacher. Please arrange meeting times after the school day; teachers are not able to meet with you during school time.

Communication Pathway

We have established processes to provide an effective means of communication should you need to discuss an issue with teachers or administrators. Please arrange to meet with the teacher concerned in the first instance, before bringing an issue to the Principal or Head of School.

1. If there is an issue related to your child's studies, contact the homeroom leader
2. If there is an issue related to your child's emotional or social well-being, contact the primary homeroom leader and/or the school psychologist
3. If your problem has not been solved at the previous two levels, contact the primary school principal.
4. If your concern remains unsolved or is seen to be within the areas of responsibilities of the Head of School then contact the primary school secretary and make an appointment to discuss the issue with the Head of School.

Call the primary secretary to schedule an appointment with any of the people mentioned above.
(Tel 227-69-42)

Coffee mornings

On the last Thursday of every month the primary school administrators invite parents and available teachers to a coffee morning at 8:10 am in the Primary School. This is an opportunity to raise questions and suggestions that you may have about the educational process at our school. During the coffee morning you can meet individually with members of the administration.

Head of School Meetings

You are welcome to join the Head of School on Thursday mornings between 9:00 -10:00 for an informal chat over coffee.

Office Phone

Students can use the office phone in an emergency only. Calls to friends are not classed as an emergency.

Cell / Mobile phones

Primary School students are allowed to bring a cell phone to school but must abide by the following rules.

- Use phones at the end of the last period of the day only, i.e. after 15.15
 - Phones must be switched off during the school day
 - Bring phones at their own risk. The school takes **no** responsibility for lost or stolen phones
- If the above rules are broken then the student's phone will be confiscated and returned at the end of the day. If the student repeatedly breaks the rules then they will not be allowed to bring a mobile phone to school.

Dress Code

All students from grades 1 to 5 are required to wear school uniform. Details on the cost and how to purchase the school uniform may be obtained from the school office on request. Kindergarten and Preschool students are not required to wear uniform.

Students are required to wear caps outside on sunny days and they should bring indoor shoes.

There is a special uniform for PE, dance and swimming classes.

- PE class: sports footwear, shorts, T-shirt
- Swimming class: swimsuit/swimming trunks, swimming hair cap, rubber shoes
- Dance class: shorts/skirt/gymnastics suit, dance shoes.

Field trips

To enrich the curriculum, educational field trips are organized to take full advantage of the resources in and around the city. MIS has vehicles to transport students and provides security guards to accompany students on field trips. Teachers explain safety rules to the students prior to the trip. Parents will be notified of proposed trips at least one week prior to the trip and a letter is sent home detailing date, time, destination and cost of the trip. Parents must give written permission for their child to attend each scheduled school field trip. Without this written permission teachers are not permitted to take a child outside the school.

Health

The Medical Staff

A doctor and nurses are in attendance at the school daily and can be found in their offices in the basement floor of the main block for Primary School Students, in the Preschool Medical Room and in the Kindergarten Medical Room. When a child is enrolled at the school parents must submit medical records noting illnesses your child has previously suffered, allergies, chronic diseases, food intolerance etc. In compliance with the order issued by RK Ministry of Health there is a schedule of vaccinations every year. Parents will be informed about vaccinations beforehand.

If your child has an intolerance to the vaccination or it cannot be given because of poor health, please immediately inform the school doctor and the homeroom leader. If your family doctor advises your child to take medicine during the school day, please give the medicine to the school doctor with an accompanying letter. Specify in your letter the following:

1. Student's name and grade
2. Medicine, dose and time
3. The expiry date should be written on the medicine.

If a child is injured or has any pain, the school medical staff will render necessary first aid.

Homework

Homework is a part of the learning process and may support academic achievement. However it is recognized that the most valuable 'homework' that students can have is discussions with adults, and being read to by parents. We recommend that you spend time talking and reading to your children. Homework may be given for the following purposes:

Mathematics - to help students develop automatic recall of mathematics facts, and develop skills appropriate to the student's stage of development.

Spelling - to help develop and apply knowledge of sight words and patterns in spelling, and to develop strategies to become proficient spellers.

Handwriting - to help develop fluent and legible letter formation and penmanship.

Reading - to help students to become enthusiastic, proficient, independent readers.

Homework guidelines:

Estimate of times for school assigned homework:

| | |
|----------|--------------------------------------|
| Grade 1: | up to 15 minutes + personal reading. |
| Grade 2: | up to 15 minutes + personal reading. |
| Grade 3: | up to 20 minutes + personal reading. |
| Grade 4: | up to 30 minutes + personal reading. |
| Grade 5: | up to 40 minutes + personal reading. |

If students spend more than the suggested time on homework, parents are asked to make a note in their child's daybook so that teachers can adjust the amount of homework given.

Library

The primary library has a collection of fiction and non-fiction books in Kazakh, English and Russian languages. Students can borrow three books at a time for one week. In case of loss or damage of a library book, parents are required to reimburse material damage or cost of the purchase of a new book.

Safety and Security

MIS takes all reasonable and recommended measures to ensure the safety of the students and the facility. Security guards are on duty 24 hours a day and have specific job descriptions. There are video cameras in the school. If there is a security issue please contact the security guards immediately.

Security cards

All families are issued with electronic security cards for parents and other adults who are given permission to collect your child. You will be permitted to enter the school grounds when you show this card to security personnel at the gates. This card will open outside doors of the Primary school buildings.

Earthquake and Fire Drills

There are regular earthquake and fire drills held at school. To familiarize students with evacuation routes in case of an emergency, the emergency evacuation procedures are posted in every classroom. If you are visiting the school during an emergency or an evacuation drill, it is imperative that you follow the instructions given to you by teachers or office staff and assemble in the area marked for visitors in the front assembly area.

Student Council

The Student Council is an important feature of student life in the school. Its purposes are to:

- encourage student-led initiatives and activities
- represent the view of students through a democratic forum for the discussion of ideas
- provide a channel of communication for students with the school administration
- support school and local community service activities
- organise student social activities

The Primary School Council has an elected representative from each homeroom class from Grades 2 to 5. They meet every two weeks with the coordinator, under the guidance of the Vice Principal.

Swimming:

Students from Grades 1 to 5 have swimming lessons. Students must produce a medical certificate to the school doctor to verify that s/he is fit to go swimming.

Miscellaneous

Outside Play

Outside play is important for students' health and wellbeing and students have daily scheduled outside play times. If a doctor recommends that a student be indoors during break time, then the student can remain in the library. However parents must provide a medical certificate together with this request in a letter to the homeroom leader and specify the number of days the student will need to be indoors.

Curriculum

This is a brief overview of the curriculum. More detailed information is given in the curriculum guides that include learning objectives and expectations in different subject areas for each grade level. A copy is given to all parents at the beginning of the year.

Miras International School merges the Kazakh State standards and the IB Primary Years Programme standards (PYP) to create a curriculum for students from three to eleven years of age (Preschool to Grade 5). The PYP is an international curriculum framework that focuses on the development of the child as an inquirer, both in the classroom and in the world outside. It encourages international-mindedness in students and a positive attitude to learning so that students become life-long learners. It emphasizes through the learner profile, the development of the whole child – physically, intellectually, emotionally and ethically. The IB Primary Years Programme guides us in what we teach, how we teach, and how we assess students' learning. The main approach to teaching and learning is through inquiry, a process initiated by the student or teacher, which moves the student from his/her current level of understanding to a new deeper level.

To achieve a balanced and coherent curriculum, we focus on five essential elements that are incorporated into classroom practice across all subjects.

1. conceptual understandings
2. acquisition of knowledge
3. acquisition of skills
4. development of positive attitudes
5. opportunity for action

Language

Language is developed across all curriculum areas. All of our language programmes strive to achieve a balance between learning the language (reading, writing, speaking, listening), learning about the language (grammar, word usage etc) and learning through the language (learning important concepts in science, maths, social studies etc through language).

There are three languages of instruction in the Primary School: Kazakh, English and Russian.

Kazakh is the language of instruction in one class in each grade level from Preschool through to Grade Five. Other classes learn Kazakh as an additional language. The programme includes the study of the Kazakh culture including significant national holidays and ceremonies, art, oral folk art, literature and drama.

All Kazakhstani students are required by law to have five Kazakh lessons per week in Grades One to Four, and six lessons per week in Grade Five. Students in the English of Instruction classes who are not Kazakhstani citizens may choose to take Kazakh or English Enrichment.

English is one of the languages of instruction for students from Grades one to five. English is also taught as an additional language from Preschool to Grade 5.

Russian is one of the languages of instruction for students from preschool through to grade five. Russian is also taught as an additional language from Grades 1 to 5.

Both programmes; language of instruction and additional language, in Kazakh, English and Russian, aim to develop competency in communication skills – speaking, listening, reading and writing. Students learn to express ideas and opinions clearly in oral and written forms and learn about the language. In literature, students read and develop an appreciation of texts in different genres.

Mathematics

The learning objectives are the same within each grade level irrespective of the language in which students are taught mathematics. The school has combined Kazakh state standards and International Baccalaureate learning outcomes to produce a set of outcomes for all classes in the Primary School. Students acquire knowledge and skills and develop understanding through: data handling; measurement; shape and space; pattern and function and number.

Social Studies and Science

Social Studies and Science are taught within a Programme of Inquiry. Each grade level programme of Inquiry is set out in the curriculum guides.

Curriculum

Specialist Subjects

Students attend classes with specialist teachers for art (2 lessons per week), music (1), PE, including swimming, (2), dance (1) and information computer technology (1). Kindergarten students have 2 dance lessons per week.

Subject Allocation

| Subjects | | | | | | | | | | | | | | | | |
|---------------------------------------|--------|-----|---------------|----------|------------------|-----------|----------|------------------|----------|----------|----------|----------|----------|--------------|-----------|----------|
| | KGAKGB | KGC | Grade 1A, 1B, | Grade 1C | Grade 2A, 2B, 2F | Grade ½ D | Grade 2C | Grade 3A, 3B, 3F | Grade 3C | Grade 3D | Grade 4A | Grade 4C | Grade 4D | Grade 5A, 5B | Grade 5 D | Grade 5C |
| Kazakh Language or English Enrichment | 3 | 11 | 5 | 10 | 5 | 5 | 10 | 5 | 10 | 5 | 5 | 10 | 5 | 6 | 6 | 10 |
| English language | 5 | 5 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| Russian Language | 8 | 0 | 8 | 3 | 8 | 6 | 3 | 8 | 3 | 6 | 8 | 3 | 6 | 7 | 6 | 3 |
| Mathematics | 5 | 5 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| Programme of Inquiry | 5 | 5 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| Art | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Music | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Dance | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| PSPE | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| PE (including swimming) | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Information Technology | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |

Support Programme

Psychologists and speech therapists work in the school to support students in their social development and learning. Parents can request such support for students.

Kazakh, Russian and English language B teachers provide extra support for students learning an additional language.

Assessment and Reporting

Assessment plays a central role in improving student learning and raising achievement levels. We use data from assessments to inform our teaching and evaluate the effectiveness of the programme. The PYP approach to learning requires a range of assessment, recording and reporting strategies to be used.

Progress reports

You will receive your child's progress reports 4 times a year: brief progress reports in October and March, and more detailed reports in December and May.

Parent Conferences

There are three conferences for parents during the year when students' academic progress

and social development are discussed. You can get detailed information about your child's achievements through consultation with teachers and specialist teachers as well as the psychologists and speech therapists. A student-led conference is held in the second semester.

Students' Daybooks

All students from Grades One to Five are issued with a diary in which they must keep a record of their homework requirements. The diary is also an effective means for parent/teacher communication. Teachers check students' diaries each week.

Plagiarism

The school has adopted a strict stance on plagiarism. If there is evidence of plagiarism a student will be given a failing grade and parents will be informed.

The Primary Years Programme – further information

What is the PYP?

The Primary Years Programme (PYP) is an international curriculum designed for learners aged 3 to 12 years. It provides a shared curriculum for primary schools throughout the world. The PYP has specific requirements for practices in planning, teaching and assessing and demands rigorous academic learning for its students. It sets high standards and expectations for students.

What will your child be learning?

In the PYP a balance is sought between learning knowledge and skills, developing conceptual understanding and developing personal attitudes. These are taught through six subject areas:

- Language
- Mathematics
- Social Studies
- Science
- Personal, Social and Physical Education
- The Arts

and within six transdisciplinary themes:

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organize ourselves
- Sharing the planet

Students inquire into topics under each of these six themes throughout their primary school years. The PYP encourages the use of inquiry as a pedagogical approach to learning.

Your child will:

- develop a deep understanding of important concepts
- conduct research into knowledge, which has local and global significance
- acquire and practice a range of essential skills (communication, thinking, social, research, self-management skills)
- be encouraged to develop positive attitudes towards other people, towards learning and towards the environment.
- have the opportunity to be involved in responsible action and social service.

How can you support your child's learning?

The Programme sees learning as a partnership between student, parent and school. The degree of parental involvement may vary but the fundamentals of parental support remain the same.

You can help your child by:

- maintaining regular contact with the school
- sharing books with your child
- supporting your child's mother tongue
- assisting your child with research projects
- attending curriculum information sessions at school and parent/teacher conferences
- providing an appropriate setting and structured routine for doing homework.

After the PYP, what next?

The IB sees the PYP as an excellent preparation, but not a prerequisite, for the Middle Years' Programme (MYP) for 11 to 16 year olds. Both curricula place a focus on critical thinking, personal responsibility for learning, student inquiry and social service. Similarly, the MYP is seen as an ideal foundation, but again not a prerequisite, for the Diploma programme for 17 to 18 year olds. All three programmes aim to develop 'internationally-minded' people.

Will the PYP help your child fit into another school?

Although no school or curriculum can guarantee a perfect fit when children transfer to a new school, particularly a school in a different country, parents may be reassured by the following points when transferring to schools in national systems:

When developing the PYP curriculum, close attention has been paid to a range of national curricula.

Students transferring from international schools usually have no trouble with the standards of national schools.

When transferring to other PYP schools:

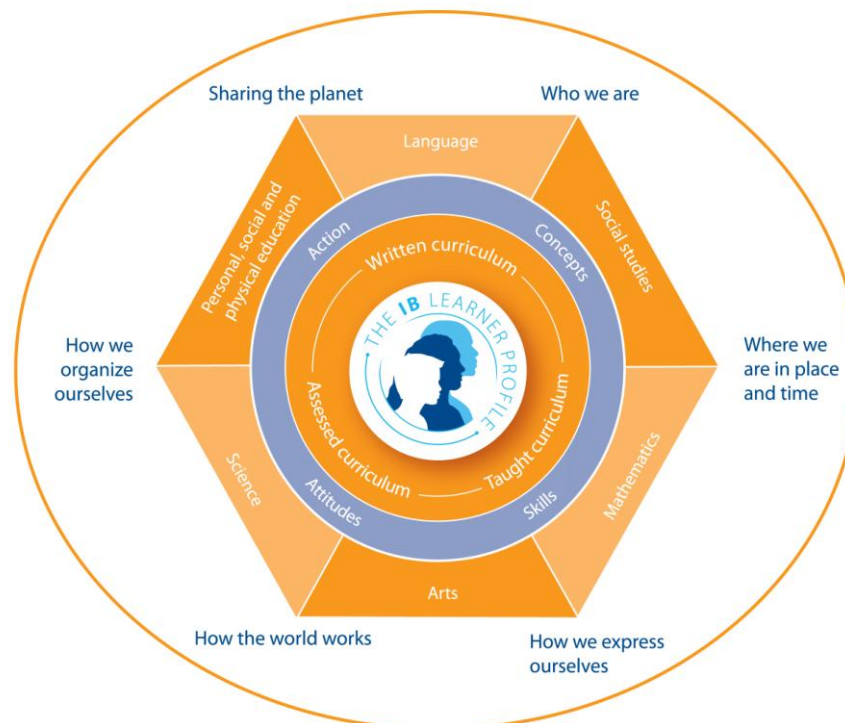
Students will have common learning experiences in terms of conceptual development, skill acquisition, positive attitudes and meaningful action.

There will be less uniformity of specific content in certain areas, since schools will naturally reflect the nature of their own locations.

For further information on the International Baccalaureate Primary Years Programme visit the website:

www.ibo.org

Primary Years



Programme

Primary Parent Teachers Association

The Primary Parent Teacher Association (PPTA) was initiated at Miras School in December 1999. The Parents and Teachers Association facilitates collaboration of parents and teachers. Parents or persons representing interests of children and their family, teachers, school administration and support staff representatives are PPTA members.

PPTA Goals and Objectives (charter)

As Miras is an international school, the association strives to unite the efforts of parents and teachers to form the best traditions at school, to promote cultural and intellectual awareness of students in an atmosphere of mutual respect and to ensure conditions are appropriate for gaining a high standard of education.

General coordination of work. (PTA work organisation: arrangement of joint events for all PTA subcommittees, liaison and communication with parents, PTA information board and a web page on the school website, maintaining PTA documentation, liaison with other international schools PTAs, arrangement of PTA plans financing, promoting the school and PTA).

Involvement in work of Health and Safety Commission. Supporting Pastoral Care programmes at the school.

Supporting educational programmes at the school.

Involvement of parents in preservation and replenishment of the school resources.

Liaison with Parents

The school and PTA maintain liaison with parents with the help of:

newsletters email

phone calls

PTA information board

website

homeroom leaders parent conferences

PTA meetings

PTA meetings are held each month. The chair of the PTA informs parents about the time and place of meetings. Teachers and parents are welcome to attend meetings.