

**ÉCOLE
RUBAN VERT**
International School of Gabon

PARENT HANDBOOK 2019-2020



TABLE OF CONTENTS

VISION	6
MISSION	6
VALUES	6
DEAR PARENTS	8
CHAPTER A - GENERAL INFORMATION	9
Section I - About Ecole Ruban Vert	9
Section II - History of Ecole Ruban Vert	9
Section III - Our Mission Statement	11
Section IV - Our Curriculum	12
Section V - Memberships and accreditations	12
Section VI - School Organisation	14
6.1 - Around the campus	14
6.2 - Security on the campus	15
6.3 - Snack & Lunch time	15
6.4 - Counselling	16
6.5 - Pastoral Care	16
6.6 - House System	17
6.7 - The School Day	18
6.8 - Merits and Student of the Month	19
6.9 - Extra curricular activities (ECAs)	19
6.10 - Music Tuition (fee charged)	21

Section VII - Policies & Procedures	22
7.1 - Medical protocol	22
7.2 - Attendance	24
7.3 - Punctuality	25
7.4 - Code of Conduct	26
7.5 - Dress code	29
7.6 - Stationery lists	31
7.7 - Lost items	31
7.8 - Electronic devices	31
7.9 - Communication with parents-“Managebac”	32
Section VIII - ERV Community	34
8.1 - Community service	35
8.2 - Friends of ERV parent group	36
CHAPTER B - IB PYP PRIMARY CURRICULUM	38
Section I - Student-centred learning	38
1.1 - Who we are	39
1.2 - Where we are in place and time	39
1.3 - How we express ourselves	40
1.4 - How the world works	40
1.5 - How we organise ourselves	40
1.6 - Sharing the planet	40
1.7 - The exhibition	41
Section II - Success with the PYP	41
2.1 - How does the PYP in the early years compare to other early childhood learning approaches?	42

2.2 - Will teaching the PYP differ at International schools and State schools?	42
2.3 - Quality assurance	43
CHAPTER C - SECONDARY CURRICULUM	44
Section I - Years 7-9 IMYC International Middle Years Curriculum (for students aged 11-14 years)	44
Section II - Years 10-11 IGCSE International General Certificate of Secondary Education (for students aged 14-16 years)	45
Section III - Years 12-13 International Baccalaureate Diploma Programme (for students aged 16-18 years)	45
APPENDICES	47
Appendix A - Complaint Process for Parents	47
Appendix B - Bring your own device and acceptable use policy	47
Appendix C - Resources	47

APPENDIX A - COMPLAINT PROCESS FOR PARENTS

APPENDIX B - BRING YOUR OWN DEVICE AND ACCEPTABLE
USE POLICY

APPENDIX C - RESOURCES

VISION

To provide a legacy in education which promotes qualities of open-mindedness, tolerance and respect for others, which will provide a best practice model for the future of students from all nations in Gabon.

MISSION

To become Africa's most enterprising school, focusing on sustainability and innovation to play a significant role in Gabon's and in Africa's education.

VALUES

EXCELLENCE

We strive for excellence in every aspect of life: in human relations, in one's abilities and expectations.

RESPECT

We respect ourselves, our environment, and each other.

VIRTUES

We value truth and honesty, tolerance, integrity and responsibility.

VISION

Transmettre un héritage dans le domaine de l'éducation qui valorise les qualités d'ouverture d'esprit, de tolérance et du respect de l'autre, offrant ainsi un modèle de pratiques exemplaires pour l'avenir de tous les élèves vivant au Gabon, quel que soit leur pays d'origine.

MISSION

Devenir l'école la plus dynamique d'Afrique, mettant l'accent sur la pérennité et l'innovation, afin de jouer un rôle important dans l'éducation au Gabon et dans toute l'Afrique.

VALEURS

EXCELLENCE

Dans tous les aspects de la vie : dans les relations humaines, dans les aptitudes personnelles et les attentes.

RESPECT

Le respect envers nous-mêmes, envers les autres et notre environnement.

VERTUS

nous valorisons la vérité et l'honnêteté, la tolérance, l'intégrité et la responsabilité.

DEAR PARENTS

The 2019-2020 Parent Handbook is your useful guide to our ERV community.

We are a small school which prides itself on the care and attention we dedicate to students' and parents' well being. This handbook is designed to give you a generic guide to life at ERV.

Should you require further details on any of the information below, do not hesitate to contact the school using our e-mail address:

reception@ecolerubanvert.com

CHERS PARENTS

Le Manuel 2019-2020, à l'intention des parents, est votre guide utile à la connaissance de notre communauté ERV.

Nous sommes une petite école qui tire fierté des soins et de l'attention portés au bien-être des élèves et des parents. Ce manuel est conçu pour vous servir de guide générique dans le cadre de la vie à ERV.

Si vous souhaitez plus de détails sur l'une des informations ci-dessous, n'hésitez pas à contacter l'école en utilisant notre adresse électronique : reception@ecolerubanvert.com.

Andrew Hill

Head of School/Le Directeur de l'École

CHAPTER A - GENERAL INFORMATION

Section I - About Ecole Ruban Vert

ERV is an education village that offers a holistic, structured, internationally minded education programme, centred around the IB programme from 3 to 18 years. More than a school, it is dedicated to the success of all pre-university students.

We offer the students a well-rounded education including the arts, literacy, maths, science, and socialisation. The global economy which drives our nations nowadays requires students to be aware of other countries and cultures as well as educated in the broadest sense.

We maintain and develop our standards, within our financial scope, our facility, our resources – to the highest level. We value talent and partnerships. Our actions are aligned to our mission, curriculum, campus and health and safety requirements.

ERV's green Libreville campus serves as the backdrop for an institution that aims to facilitate radical thinking for Africa and for education in general.

Section II - History of Ecole Ruban Vert

Ecole Ruban Vert's history dates back to 2013 when it began as a small school offering a unique blend of bilingual, internationally focused education to a small number of children. Since then the school has grown remarkably and is today a leading institution offering a first class education from Foundation Stage to Post-Secondary Level. We believe that offering a progressive education gives parents and pupils stability and continuity, removing the anguish of having to change schools periodically. A programme of scholarships allows local Gabonese students accessibility to top-class education alongside children from diverse backgrounds and cultures.

ERV students are recognised for their capacity to lead, to innovate, to impact and serve, to respect resources and the environment, and their commitment to making a significant impact on their school and their communities. Our world-class, green campus serves as the backdrop for an institution that aims to facilitate radical thinking for Africa and for education.

The state of the art campus, situated in the Batterie IV district of Libreville, has now established itself as a fully functioning IB World School, offering Early Years, IBPYP, IMYC and IBDP curricula.

We look at our short history with pride and affection but we also look forward with eager anticipation to the challenge of meeting the educational needs of children growing up in the 21st century. We focus on sustainability as we offer a curriculum that is

innovative and geared towards producing the kind of students' universities and businesses are seeking.

Section III - Our Mission Statement

ERV is an exceptional school which aims to train students to manage the future in a sustainable way. We have a better understanding of our students and so we give them the necessary tools to change mindsets. We aim to produce a more sensitive generation that is aware of and values people rather than possessions.

Being able to communicate in one or several languages is a powerful skill because it allows us to embrace a different culture, to discover our neighbour.

At ERV each child is offered the opportunity to develop and learn in a unique environment. We understand the importance of education and how education can provide the African continent with the means to meet the challenges of tomorrow.

Much more than just a school, ERV is Africa's most enterprising school, playing a significant, seminal role in Gabon's and in Africa's education.

Section IV - Our Curriculum

The International School of Gabon Ruban Vert offers a high quality international school curriculum from Early Years (3 years) to pre university (18 years).

We follow the IBPYP (Primary Years Programme – of the International Baccalaureate) up to Year 6 (11 years old). At primary level, French language is also integrated alongside English, with French lessons daily for children who are new to French, and for children for whom French is their first language to continue developing their literacy in French.

Students in our Secondary school follow IMYC (International Middle Years Curriculum) and then prepare for IGCSE (International General Certificate of Education) in English. In the Sixth Form we offer the IB Diploma Programme – also in English, with the option of a bilingual Diploma for those students who are fluent in both English and French. In secondary school also, daily French lessons, with students grouped according to fluency, enable them to develop and maintain high levels in French, alongside their studies in English.

Section V - Memberships and accreditations

ERV is accredited by the International Baccalaureate Organisation to offer the PYP and Diploma

programmes. IBO conducts regular visits and requires IB teachers to be certified by the IBO.

ERV is also accredited to offer Pearson Edexcel examinations at GCSE and IGCSE level. ERV is a registered examination centre for the U.S. S.A.T. tests and regularly enters both internal and external candidates for this test. Students may take the London College of Music exams at ERV as we are a registered examination centre.

As a member of the Council of International Schools, ERV is obliged to undergo a strict accreditation process and we are hosting our CIS inspection visit in November 2019.

ERV is a candidate for the Duke of Edinburgh Award scheme.

Section VI - School Organisation

6.1 - Around the campus

Campus Access

Our campus is a car-free campus. Parents drop off, pick up and meet students via the Stadium Entrance. Parents of children in the Early Years, Year 2, and their siblings, may use the entrance at the Early Years building. The entrance opposite the Gendarmerie is for delivery access only. All visitors should report to Reception on arrival.

Our campus is equipped with ultra modern facilities such as playgrounds, a gymnasium, an auditorium, a recording studio, an ICT suite, two tennis courts and two squash courts.

For more information, please visit our website www.ecolerubanvert.com, Facilities section.

Rules to respect

Community life is essential at ERV and we ask each community member to respect the following school rules:

- Smoking on the campus is strictly forbidden
- Alcohol, sodas and fizzy drinks are not allowed
- Waste paper bins are to be found all around the campus, please do not litter

6.2 - Security on the campus

In order to reinforce the security in and around the school, we have implemented a number of safety procedures:

- Welcome by an adult at the school entrance
- Guards at each entrance control sign in and sign out procedures during the school day
- Systematic checking of visitors (parents included)
- Parents accessing classrooms should collect a Visitor badge from reception

- All ERV staff wear an ERV ID Badge
- Lock-down & Fire drill Procedures
- ERV is a free car campus

6.3 - Snack & Lunch time

For Early Years, Primary and Secondary, children bring their lunch and snack every day. There are refrigerators and microwaves available for use under the supervision of the canteen staff.

Parents should ensure their children bring a healthy lunch box to school. ERV will ensure that all functions on the school premises will adhere to the concept of healthy eating. Parents are asked not to provide “junk food” (fruit is a healthy alternative at snack time).

Sandwiches from a local bakery can be ordered from Reception at 10:00 each morning, at a cost of Approximately 1,500 and 2,500 CFA to be delivered to students for lunch.

ERV will, from time to time, introduce special events, like Health Week, Healthy Sandwich day, Apple-a-day-Week, etc. to promote healthy eating in school.

We recommend that students bring their own, named, water bottle. Filtered water is provided at various points around the campus for top ups.

6.4 - Counselling

ERV provides counselling support through our form tutors and safeguarding leads. Families may also choose to access the private, fully qualified, bilingual educational psychologist.

Students may meet with form tutors individually, in small groups, or with an entire class.

6.5 - Pastoral Care

We believe that all students can be successful in an environment which is caring, optimistic and encouraging. ERV provides an atmosphere where students are supported; they are enabled to succeed and their character and well-being are developed on arrival. Our students know that they are valued as individuals with unique needs, strengths and potential.

Our uniquely supportive environment ensures that, by the time they leave school, our students model the IB profile - they are intellectually curious and emotionally intelligent thinkers, eager to engage with the world around them whilst resisting the rush to judgment, Sensitive to the needs and beliefs of others but with the courage of their own convictions too.

The promotion of well-being, care for each other and the settlement of disputes are at the core of our School. The students know they have a voice that is listened to by teachers and fellow students.

Initiatives such as School Representative Council and proactive pastoral discussion groups are centre-stage in school life. Within structures such as these our students develop leadership skills that will serve them well throughout their lives.

There are staff members responsible for both Pastoral care and Safeguarding.

6.6 - House System

Students are divided into four teams called "Houses". Our Four Houses provide a framework for friendships across age groups and for internal Competitions. Throughout each term House activities ensure there are events from House Debating to House Music, Drama and Sport.

Houses have a staff and senior student captains, and the colour of students' sports uniform top represents which of the Houses - *Maathai, Mandela, Senghor, Soyinka*- they belong to.

Our students and staff support their Houses and participate in the many House activities that are planned each term.

6.7 - The School Day

Students should arrive by 07:45 for Form Tutor and Registration time at 07:50. Lessons begin at 08:00.

There is a morning break from 10:00-10:20 . Students are allowed to use the supervised outside areas, the library, or the canteen. Lunch is from 12:20-13:20 and all students are in the canteen at designated tables. After finishing lunch they may use the same supervised areas as for morning break. There are a number of Lunchtime clubs during lunch times- please consult the termly ECA schedules for these.

At the end of the school day, 15:20, students are collected or may proceed to their ECA (Extra Curricular Activity). Students must be collected promptly after their last scheduled activity, and must not be left on campus unsupervised after 15:20

6.8 - Merits and Student of the Month

Receiving merits

A merit is awarded for commendable effort in one of the IB Learner Profile attributes. Merits are posted on the student communication system, Managebac. A merit tally is produced at the end of each week. Merit totals will be fed into the house competition.

Student of the Month

There are three categories under which a student may be awarded a Student of the Month Certificate:

- “Green” award given to students who have contributed to the school’s vision of sustainability.
- “Social” award given to students who have demonstrated helpfulness, positive teamwork and extraordinary contribution for the benefit of others in keeping with the school’s Mission, Vision and Values.
- “Academic” award given for outstanding academic performance.

6.9 - Extra curricular activities (ECAs)

Extra Curricular Activities make up the majority of the enrichment programme at ERV.

ECAs are designed to help students learn new skills, develop better team-work, collaboration, planning and confidence through a range of fun and interesting activities.

Our ECAs are spread across three different disciplines that correspond to the International Baccalaureate Learner Profile.

Each ECA encourages one or more of the disciplines of Creativity, Activity and Service.

ERV recommends all students make the most of the

ECA programme. With a great range of activities running throughout the school year, ERV encourages every student to participate.

The following ECA's are paid tuition as they bring in outside professionals and ERV teaching staff are not involved:

- Music Tuition (instrumental and voice).

Local tutors are used for most instruments, please enquire at reception.

- Tennis Academy

ERV has some of the best tennis Courts in Gabon and our tennis academy is renowned (we host the Gabon Open International Tennis Tournament annually). Tennis coaches are available after school and at weekends

ECA programme being shared with parents at the end of the previous term to make choices.

ECA activities start in the 2nd week of each term and end the penultimate week.

The ERV Tennis Academy (fee charged) utilises the school's two tennis courts. Coaches are nationally qualified and students must sign up to a term of coaching.

6.10 - Music Tuition (fee charged)



ERV offers a wide range of musical instruments and disciplines to encourage excellence in our students.

Students of all levels of experience, from complete beginners to experts, can learn and develop new skills.

ERVs music department is equipped with the highest standards and quality of musical instruments that will allow all students to explore their musical talents.

ERV offers a range of disciplines from classical to modern styles. Our state-of-the-art recording studio not only allows our students to record and perfect their musical expertise but also allows us to offer disciplines such as music technology and production.



School visits

Visits form a key part of connecting classroom learning with real life, and each class will go on a variety of visits throughout the year, in accordance with the subjects they cover.

Parents are informed in writing before each visit, and

children need to have the consent form signed by a parent in order to attend the visit. Parents are reminded to ensure that all medical information regarding their child is shared with the school.

Section VII - Policies & Procedures

7.1 - Medical protocol

Medical care

The school nurse provides medical care during school hours at our specialist infirmary on site. Care prescribed by your family doctor may also be administered by the school nurse. In addition, many members of our staff are First Aid trained.

If your child feels unwell at school or has an accident, they will be referred to the nurse, who will then make arrangements with you, if required, for your child to be collected and take him/her to the doctor. Please note, students cannot make their own arrangements to go home and are not permitted to contact their parents to do so. All such arrangements must be communicated by the nurse.

Administering medication

If you have indicated on the School Health Service form that your child may need to undergo care or

treatment during the school day, please make a formal written request to the school and indicate clearly the following:

- The type of treatment, giving a copy of the doctor's prescription, indicating the exact dose and timing of the medication.
- The names and roles of the members of the teaching staff who need to be informed.
- You will also need to bring **in person** to the school nurse the necessary medication, checking the expiry date.

ERV cannot accept medication from students without a doctor's note.

Medical or surgical emergencies

The Head of School and/or the school nurse may share information relating to the health of a child with those responsible for him/her.

In an emergency, to ensure immediate treatment, your child will be transported (at your expense) to the El Rapha Clinic, the nearest hospital to the school. All relevant documents must be brought to school as soon as possible in a sealed envelope.

If we do not hear from you within one month after the start of school, we will assume that your child

has no need of special medical treatment during school time. Without your authorisation the team is not permitted to administer any treatment or medication.

The school nurse is always available to receive further information either by email at nurse@ecolerubanvert.com, or by telephone: 01 44 26 70.

7.2 - Attendance

We believe that every school day is important to your child's education and that being absent from school represents a lost learning opportunity. With that in mind, we would ask you to schedule family holidays outside our term times.

Please try to make medical and dental appointments outside school hours. If you know that your child is going to be absent please inform the school reception as early as possible.

For unexpected absences, please email or call the school reception as early as possible on that day. After three or more consecutive days of absence parents must provide a doctor's medical certificate.

7.3 - Punctuality

At Ecole Ruban Vert, we begin our school day with form time and registration at **07:50 am**. This is an important time for sharing information, registering students and carrying out other educational activities. We therefore ask that parents support us by making sure their children are already in school on time ready for a prompt start.

If your child is late, they will be required to go to the school reception, before going to their class, where they will be given a Late Pass and their presence updated on the register. Please note this is essential for us to have a record of your child being campus.

If exceptional circumstances cause your child to be late, please call or email the school receptionist or let us know:

Telephone: +241 01 44 26 70 / 04 84 33 80

Email: reception@ecolerubanvert.com

Early arrival

Students arriving before 07:30 (but NOT before 07:00) may proceed to the canteen where there is a duty teacher until registration time.

7.4 – Code of Conduct

ERV strives for a close partnership with all members of the school community in a tolerant and respectful atmosphere. Our goal is the promotion of positive personal and social development for each child. For any misconduct, the school shows that it responds to all incidents promptly and effectively. Misbehaviour is often a sign that the child needs help. We aim to provide sufficient nurture and pastoral care to prevent major incidents and most misdemeanours are minor in nature and are quickly dealt with within the school day.

These guidelines are the way to find a serious solution for all involved in more major matters.

Objective

- Respectful behaviour
- Order and discipline
- Sense of community and solidarity
- Achievement of joy and harmony to create a positive learning atmosphere.

Any violation of the students against the school rules and to general rules for living together in the school community is the subject of a disciplinary measure.

Please see the school's Code of Conduct published to

parents at the beginning of each school year and available on the school website.

Uniform

All ERV students must wear the school uniform, and the school sports uniform. There are restrictions on non-regulation items such as nail polish, bangles, bracelets, loop earrings and hair beads.

Student Behaviour- Disciplinary Committee

On rare occasions a disciplinary committee may reflect on severe acts of indiscipline which may lead to suspension or expulsion. The committee comprises the Head of School, Deputy Head, Pastoral Care and the Form Tutor.

The child receives a warning / and or a sanction by the Head of School on a proposal by the disciplinary committee.

Temporary exclusion from the school on the proposal of the disciplinary committee may be necessary.
(All records of the disciplinary conferences go into the student's records for 1 year)

If a child has a dangerous behaviour towards others and the school cannot take on more responsibility for

his actions, the school can propose exclusion. In such a case the Discipline Committee and the Board should be invited as well.

Official Documentation for all of the evidence (from class records, meetings, discipline protocols, discussions and the disciplinary council) are used to evaluate the cross curricular competencies which are part of every school report. This end of year report is an official document is passed onto the next teacher or school with the student.

The evidence, which remains in the student`s file for three years, is also used internally to evaluate the student`s behaviour and monitor progress in this area.

Content of the disciplinary report

- Description of the pupil`s behaviour by the teacher present.
- Identification of the school rule which was not respected.
- Agreement between the pupil and the school how to improve their behaviour.
- A copy is given to the class teacher, the Head Teacher and the parents.

The disciplinary report is an internal document, recording the misconduct of a pupil. For the pupil, this disciplinary report is an indication that they have broken a school rule. The disciplinary report stays in

the pupil's file for one year and is referred to when assessing their social and behavioural progress.

Parental right of appeal

The parents have the right to appeal any of the discussions made by the school regarding their child. The appeal needs to be in writing to the Head of School.

See also appendix A.

7.5 - Dress code

Uniform Policy

As part of the identity of Ecole Ruban Vert, all students are required to adhere to the school Uniform Policy as set out below. Students who report to school inappropriately attired may be removed from class and their parents contacted.

At the beginning of the new school year, we invite you to visit our uniform shop, located in the hall of the administration building.

**Opening and Closing hours of the uniform shop:
Monday to Friday from 7:30am to 09:30am -
2:30pm to 3:45pm**

Non-uniform days

Non-uniform days will be announced by the Head of School. Students shall be permitted to dress as they choose on non-uniform days providing the attire is clean, tidy and appropriate (as per guidelines below).

Non-uniform Dress Code

- No cut-off or ripped jeans
- Mid riffs must be covered
- No see-through clothing
- No offensive logos or slogans
- Skirt length must not be any shorter than mid-thigh
- No “muscle” shirts

Jewellery

Is not to be worn during the school day except for one pair of stud earrings. Exceptions only apply for religious reasons and must be arranged through the Head of School. Other jewellery will be confiscated.

7.6 - Stationery lists

- [Primary , Early Years - English](#)
- [Primary , Early Years - French](#)
- [Secondary list - English](#)
- [Secondary list - French](#)

7.7 - Lost items

If your child loses his/her personal belongings, we invite you to contact the Reception where lost objects are collected.

Otherwise, your child can also inform his/her form tutor who will be pleased to help.

Please make sure that all items and clothing your child brings to school is labelled with their name.

We also remind you that children are not allowed to bring in toys or other personal belongings, unless asked by their teacher to do so for a school activity.

7.8 - Electronic devices

Phones

For safety reasons many secondary students will travel to and from school with personal mobile phones. These phones need to be switched off while at school; if they are misused they will be handed over to the school reception, to be collected at the end of the school day. If this happens on more than one occasion, parents will be required to come in to school to collect back the phone.

Primary students are not permitted to have mobile phones on the ERV campus.

Laptops and Tablets

For obvious security and safety reasons students are reminded not to use their devices while walking to and from school. Secondary Students may be allowed to use their devices during the school day, at the teacher's discretion, for educational purposes. Primary students are not permitted to have Laptops or Tablets at ERV as there are provided as required for class work. Students are not allowed to use earphones on campus, except when required by teachers for music, language acquisition or computer use.

Please see the policies on acceptable use if I.T (Appendix B)

7.9 - Communication with parents-“Managebac”

A wide range of communication channels have been defined by the school to develop and reinforce communication between parents and the school:

Email

Our school is on the move and communication within the community is important to create interest and

share ideas. Most of the school's communications are sent by the Communication Department, so it is important for us to have your updated email address.

Primary Student's Planner

At the beginning of the school year, each student will receive his/ her notebook whereby form tutors can communicate with parents (official communications, last-minute information).

Managebac

ERV uses a student management system, "Managebac" for exchanging information on student progress. Families and students are given a password login. With this platform, you will be able to view your child's termly report, access his/her timetables, homework (Secondary) and also submit attendance excusals. Parents receive a login and password, as well as a Guide to Managebac, once all admission procedures are completed.

Parent-Teacher evenings

To preserve the parent-school relationship, the academic team has put in place termly parent-teacher evenings to enable parents to exchange information

with the teachers.

Website

You can visit our school website www.ecolerubanvert.com, and then click on “ManageBac”, the new school management software to have direct access to your child(ren)’s profile.

Social media

We invite you to follow us on social media:

- Facebook: @ecolerubanvertGabon
- Twitter: @ERV_Gabon
- Instagram: @ecolerubanvert

Section VIII - ERV Community



8.1 - Community service

The community service of ERV is dedicated to work with our students to offer the needy, a moment of joy and thus, create a long and rewarding relationship with them.

Thanks to the community service, our school made « un don » to another local school, Gros Bouquet IV to give them the opportunity to have their own library.

With the support of the whole ERV community, we intend to develop various projects to service the community. The community service aims to develop our students understanding of the world in which they live and make them understand how lucky they are to have an access to a high quality education in a unique environment.

Each year, the community service organises fundraising events to finance projects and project where the students and their parents are asked for they help such as the project « Love in a Box », where students are kindly asked to bring a wrapped gift to offer another needy child.

With your support, we hope to continue this effort and bring a smile to children.

8.2 – Friends of ERV parent group

Parental involvement in everyday school activities is very important in reinforcing the links between home and school – especially as it can lead to beneficial projects and activities that can be mutually advantageous in line with the international baccalaureate style of curriculum.

Unlike other schools, we want parental involvement to be voluntary so that no-one is excluded.

Our doors are open as are our lines of communication via email, telephone and regular newsletters etc and academic progress is reviewed regularly at parents' evenings and end of term reports. Any cause for concern is flagged and dealt with immediately by the class teacher, form teacher or Head of Primary/Secondary as appropriate. See the section on discipline for further details also.

We hope many parents will be proud of what their children are doing and want to support the school through offering to read to younger children, assisting in sporting events and activities or arranging work-placements for our older students as we endeavour to best prepare them for the world of work or to take leadership roles in later life.

Alternatively, parents may simply wish to meet socially and/or assist at school functions such as concerts,

plays or sports events via the 'Friends of ERV', a group created to engage parents positively in the wider life of the school.

CHAPTER B - IB PYP PRIMARY CURRICULUM

Designed for students aged 3-12, the International Baccalaureate Primary Years Programme (IB PYP) provides the knowledge, concepts, skills, personal attributes and the capacity to take action, all of which younger students need to equip them for successful lives, both now and in the future.

Learning through inquiry, a child's investigations across and beyond subject areas will strengthen knowledge and understanding as they explore global, topical and relevant 'big picture' questions, or transdisciplinary themes.

Section I - Student-centred learning

The PYP provides an ideal foundation for children to become successful, lifelong learners by developing their:

- social and emotional well-being
- independence, as they take responsibility for their own learning
- international mindedness
- understanding of the world and their ability to function effectively within it
- attitudes and dispositions for learning

- ability to take mindful, appropriate and sustainable student-initiated action
- language skills; all students study an additional language from at least 7 years of age.

Learning in the PYP is underpinned by **six transdisciplinary themes**, each selected for their relevance to the real world. Young learners explore the commonalities of human experience by investigating these themes through a programme of inquiry.

1.1 - Who we are

Inquiry into the nature of the self; beliefs and values; person, physical, mental, social and spiritual health; and human relationships.

1.2 - Where we are in place and time

Inquiry into our orientation in place and time; personal histories; the discoveries and explorations of humankind; and the interconnectedness of individuals and civilizations.

1.3 - How we express ourselves

Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values.

1.4 - How the world works

Inquiry into the natural world and its laws, the interaction between the natural world and human societies; the impact of scientific and technological advances on society and on the environment.

1.5 - How we organise ourselves

Inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; and their impact on humankind and the environment.

1.6 - Sharing the planet

Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; access to equal opportunities; and peace and conflict resolution.

1.7 - The exhibition

The exhibition is an extended, in-depth project celebrating the culmination of a child's learning experience in the PYP before they move on to the next stage in their education.

Young learners conduct an in-depth inquiry into real life issues or challenges, and present their research, investigation and resulting action to the whole school community.

Recent research into the impact of the PYP exhibition found it to be a "valuable and pivotal experience in the life of the schools, families and students who were involved."

Section II - Success with the PYP

Learning in the PYP is viewed as a continuous journey; teachers work with students to identify their needs and then document, monitor and provide ongoing assessment and feedback to plan the next stage of their learning.

A recent study asked parents and educators how they defined success with the PYP. Educators cited enhanced student learning outcomes, a shared vision of learning within their school, focused decision making, and increased international mindedness in

the school community.

In another recent study, PYP educators showed a commitment to using inquiry methods as a key pedagogical approach, and understood how to promote transdisciplinary themes and their exploration. To do this, these PYP schools adopted a variety of thinking tools in their classroom to engage students.

2.1 - How does the PYP in the early years compare to other early childhood learning approaches?

The PYP framework is compatible with many other early childhood learning approaches including Montessori, Reggio and Waldorf.

Relationships, play, symbolic expression, learning environment and learning experiences are important components for learning in the PYP and many early childhood programmes. The PYP also provides the added dimension of international mindedness within a quality assured and research informed framework for early learners.

2.2 - Will teaching the PYP differ at International schools and State schools?

A child's learning experience may differ depending on the mission and aims of each school and their unique identity and context. However, a school's ethos will reflect the IB mission to create a better and more peaceful world through intercultural understanding and respect and their approaches to learning and approaches to teaching will meet the high expectations of IB standards and practices.

As a global framework, goals from other curricula can be aligned within the programme although key concepts will remain the same. Schools that implement a national, regional, state or other curriculum of choice will ensure alignment to the PYP framework.

2.3 - Quality assurance

Implementation of the PYP is a transformative experience for students, schools and the wider learning community. Professional development for teachers together with a rigorous process of authorisation and regular evaluation ensure that IB World Schools deliver the best possible education for PYP students.

For further more detailed information please consult the school.

CHAPTER C - SECONDARY CURRICULUM

Section I - Years 7-9 IMYC International Middle Years Curriculum (for students aged 11-14 years)

For ERV Years 7, 8, 9 we follow the framework provided by the International Middle Years Curriculum (IMYC). Learning is based around themes, or 'Big Ideas', on topics such as Identity, Balance, Discovery, Renewal. These 'Big Ideas' are applied in the wide range of subjects we offer students, including English/EAL, French/FLE, Maths, Sciences, Social Studies (Geography, History), Spanish Art, Music, Drama, and Physical Education, as well as Design Technology (DT) in Years 7 and 8, and Information Technology (IT) in Year 9. Latin is also an option. Students cover six Big Ideas per year. At the start of each half termly topic students reflect on the given theme via an 'Entry Point'. They then present their overall learning at the end of each half term through an 'Exit Point' exhibition or project, which they share with the rest of the Secondary school via our assemblies. The IMYC approach at ERV encourages cross-disciplinary and thematic learning, as well as

developing students' research, collaboration and reflection skills.

Section II - Years 10-11 IGCSE International General Certificate of Secondary Education (for students aged 14-16 years)

ERV students in Years 10-11 follow the Edexcel IGCSE examinations in all subjects (except Music and P.E. which are GCSE).

Further information is available on the website:

https://qualifications.pearson.com/content/dam/pdf/student-recruitment-toolkit/edexcel/Pearson_Edexcel_International_GCSE_Parent_Guide_Oct2015_6pp_Web.pdf

Section III - Years 12-13 International Baccalaureate Diploma Programme (for students aged 16-18 years)

Please see the separate handbook for the IB Diploma pre university programme.

APPENDICES

Appendix A - Complaint Process for Parents

- [English version](#)
- [French version](#)

Appendix B - Bring your own device and acceptable use policy

- [English version](#)
- [French version](#)

Appendix C - Resources

Directory

Please note that all communications in the first instance should be channelled through reception or the nurse where appropriate below.

Position	Name	Telephone / Ext.	Email address
Head of school	Andrew Hill	1014	a.hill@ecolerubanvert.com
Executive Assistant	Ornellia Dende	1013	pa@@ecolerubanvert.com
Nurse	Anastasie NYNGONE	07942870 / 1016	nurse@ecolerubanvert.com

Reception	Marjorie WORA	04843380 / 1023	reception@ecolerubanvert.co m
-----------	------------------	--------------------	----------------------------------