



Parent Handbook

WYP

2021/2022

Dear parents and families,

We are excited to start the new school year 2021/2022 ! We have hired new teachers, cleaned the windows, waxed the floors, and have everything in place. Now, all we need is you!

Welcome to Spojená škola, Pankúchova 6, Bratislava.

We are excited and honored to be working with you and your child, in collaboration, to make this a successful educational experience for all. As we enter our PreMyp year, we are looking forward to exciting times ahead! In an effort to keep you informed, this handbook is provided to help parents and students become more familiar with student and school site information. Please take time to review information in this handbook with your child. We ask that you read this handbook and keep in mind more detailed policies and procedures may also be available on our school website. As a family member, you are an important and necessary component in our school community. Please know that you are always welcome in our school. We at Spojená škola encourage your continued support and participation in all areas of your child's educational experience, including just some of the following opportunities: parent/teacher/student conferences, before and after school activities, numerous school activities, field trips, learning abroad, and various community meetings. Family involvement is a key ingredient for our success as a school!

Sincerely

MYP COORDINATOR

PaedDr. Silvia Dadajová

The 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 programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Our Mission statement and philosophy

We aim to share and apply a common philosophy – a commitment to a high quality, challenging, international education founded in the principle of linking theory, practice and real-life situations. We promote international mindedness whilst respecting and supporting the development of students' needs and their unique personalities and supporting them to become multi-lingual lifelong learners who help to create peaceful and better world.

International Baccalaureate

Spojená škola is a candidate school* for the IB (PYP, MYP,DP).

*** Only schools authorized by the IB Organization 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 <http://www.ibo.org>.**

The aim of introducing an IB international program into our school is to improve the quality of education through the standards and procedures used in IB. The IB offers a continuum of three international educational programmes. The programmes encourage personal and academic achievement and challenge students to excel in their studies and in their personal development.

IB is more than just educational programs and certificates. At the heart of IB is a mission that motivates and creates a better world through education. IB has a high quality reputation with high standards and good pedagogical guidance. The aim of IB is to achieve good cooperation with partners and to actively involve all stakeholders (teachers, pupils, management, parents, and all staff working at school). IB promotes intercultural understanding and respect, not as an alternative to a sense of cultural and national identity, but as an essential part of life in this century.

The IB Program aims is to develop curious, informed and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To achieve this IB works with schools, governments and international organizations to develop international education and rigorous assessment. IB programs encourage students from all over the world to become active, tolerant students interested in lifelong learning who understand that other people can be right with their differing views.

IB programs differ from other curricula because:

- They encourage students of all ages to think critically and work cooperatively.
- They develop independently of government and national systems, including research quality practice and the global school community.
- They encourage students of all ages to be interested in local and global contexts.
- They develop multilingual students.

IB schools usually provide a continuum of education consisting of four programs, linked by a single IB philosophy and approaches to teaching and learning. The programs are designed to encourage students' personal and academic achievements and encourage them to perform well in their studies and personal development.

The basis of IB education is that students learn how to learn. Throughout all programs, students develop their approaches to learning and develop their personal profile by using the **Learner Profile**.

Students take responsibility for learning and try different approaches to learning and take responsibility for their progress in education, can ask challenging questions, think critically,

develop research skills that have proven to be an excellent tool for higher education. IB students are also encouraged to be active in society and to use their knowledge in real life.

A global evaluation study of international schools showed that students in the Primary Years Program (PYP) and Middle Years Program (MYP) were rated better than other students. Further research suggests that after completing the Diploma Program (DP), students will complete their studies faster than their colleagues, feel better prepared to study at universities and better manage the workload and time management challenges.

The implementation of IB international programs is a response to the changing social situation, to the new European dimension in education, as well as to the demands of parents who are internationally mobile and need a compatible education for their children. The implementation of these programs needs creative teachers who work on creating new curricula, use modern assessment methods and forms of work, and have an excellent knowledge of English. Each program brings new approaches to education.

The mission of the International Baccalaureate is to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. The IB framework is student-centered, emphasizing a constructivist approach to knowledge and real world local and global contexts for learning. Through the organization's philosophy, its Learner Profile, and its Approaches to Learning, the IB framework is designed to develop the academic, physical, and personal potential of each child.

An IB education further enhances the development of international-mindedness through multilingualism. All IB programmes require the students to study, or study in, more than one language because we believe that communicating in more than one language provides excellent opportunities to develop intercultural understanding and respect. many.



Contact details

School address: **Pankúchova 6, Bratislava 851 04, Slovakia**

School website: www.gympaba.sk

Main telephone number of the school: +421 262 312 706

Head of school: PaedDr. Zuzana Butler

butler@gympaba.sk

Deputy Head of Gymnázium: Mgr. Róbert Mezei

mezei@gympaba.sk

Mgr. Ján Antal

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Deputy Head of International Section / PYP Coordinator:

PaedDr.Katarína Patúcová

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MYP Coordinator: PaedDr. Silvia Dadajová

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DP Coordinator: Mgr. Jana Sláviková

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Project Coordinator: Mgr.Ľubica Nechvátalová

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Guidance Councillor: Mgr. Katarína Hlavnová

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School Administrator: Ing. Lenka Peschlová

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PreMYP Classroom Teacher: Mgr. Katarína Hlavnová

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MYP1 Classroom Teacher: Mgr.Martin Sabo

sabo@gympaba.sk

MYP3 Classroom Teacher: PGDE.Monika Saganová

saganova@gympaba.sk

MYP4 Classroom Teacher: Mgr. Jana Sláviková

slavikova@gympaba.sk

School Psychologist: Mgr.Michaela Artemiou

artemiou@gympaba.sk

General School Guidelines

aScEduPage is a cloud based school management system fully integrated with our world leading scheduling software. Good timetable is crucial for most of the school tasks - from curriculum inputting, attendance tracking, room booking, assigning homework up to e-learning.

All parents should have a log in to this platform. Here, parents can report their child sick, late, or absent due to an appointment.

If you need any help with Edupage please contact: **the Deputy Head of Spojená škola, Mgr. Ján Antal** at antal@gympaba.sk

EduPage mobile application allows you to effectively do things which were practically impossible to do without one. Input your information in the mobile app once. It will automatically be displayed to every person concerned.

Students are issued with an **ISIC card**, students will be informed about it via website, or by their classroom teacher. For further information please contact : **Mgr. Pavol Hason** at hason@gympaba.sk

Parent Contact details

It is vital that you let the School know if any of your numbers or address details change. Any changes should be updated in **aScEduPage** and also communicated to the MYP Coordinator.

The School Days

The school operates between the hours of 8:00am and 5:00pm. Students' start and finish times may vary from day to day according to their schedules and after-school programme but are between the hours stated. The school day starts at 8:00am and students are expected to be in their classrooms at least 10 min. in advance and they may NOT leave the school during the day unless they have a permission.

Teacher Absence/ Substitution

If a member of staff is away from school then a substitute will take the class. If students arrive for class and there is no teacher yet there, then students should go to the Deputy Head of Gymnázium, either **Mgr. Róbert Mezei** or **Mgr. Ján Antal**, and they will organize to open up the classroom for the lesson.

If a teacher has not arrived, this does not mean the class is cancelled. Students leaving without permission will be regarded as absent.

In some cases a class may be cancelled and the class dismissed early but this is unusual and only authorized by the Head of school or the Deputy Head of Spojená škola. Students will be given the opportunity to call home informing their parents. The parents will be informed about this unusual situation via aScEdupage, website or e-mail as well.

Tardiness

Students who are late disrupt the start of the school day. If a student is persistently late without a good reason, then the MYP Coordinator or the Head of IB will need to discuss the situation with you.

Absences

If your child is sick, please report their absence ASAP to the classroom teacher before 7:45 am. The way of informing may be via e-mail, sms, phone call or aScEdupage.

If your child does not arrive at school and no absence report has been received, then the school will contact the parent or guardian as soon as possible.

Student leave

If you need to take your child out of school for any reason then you must deliver a note to their classroom teacher or MYP Coordinator Mrs. Dadajová.

If you need to take your child out of school for longer time for any reason then you must deliver an **Application for release from school** fourteen days in advance of the requested leave to the classroom teacher or MYP Coordinator. Approval of leave depends on the individual circumstances and the stage in the academic year.

Parents and students must note that students are responsible for catching up on any work, assignments or tests that they miss, through special arrangements with the relevant teacher. Failure to do so will result in the missed assignments or tests not being assessed.

Car parking

If you are driving your child to school please drop them off in the car park outside the school area. Avoid the collisions with arriving students and staff.

Bus Stop

There are two bus stops close to the school: Bulíková, Šustekova.

Bicycles

Students may cycle to school but must lock their bicycles in the designated cycle racks in front of the school. Helmets should be worn.

The School takes no responsibility for either loss or theft of bicycles.

Dress Code

We do not have a school uniform or formal dress code. Students should however dress in an appropriate manner with attention given to neatness and cleanliness. T-shirts or sweatshirts should not display offensive slogans or promote drugs, alcohol or tobacco. For those of you new to Bratislava, in autumn and winter, it does rain frequently, so please be prepared with either a waterproof jacket or an umbrella! As students at Spojená škola, they are not expected to wear a tracksuit despite the sport activities organized by school (PhE, Games, Trips etc.).

Gym/PHE Kit

Gym lessons usually take part indoors except for the beginning and end of the school year and the jogging sessions. The gym is situated inside the school.

Kit required:

Tracksuit or shorts.

T-shirt and/or sweatshirt.

Trainers with non-marking soles.

Towel, soap & shampoo for use in the shower.

Valuables: there are the gym changing rooms but without any lockers. Alternatively, these can be placed in the school lockers if the students have any at the beginning of the lesson and collected at the end.

School is not responsible for the loss of valuable items belonging to students.

School supplies

The school provides almost all of the textbooks and teaching material (no pens, pencils, exercise books etc.) required by students. However, there is a possibility that some books will have to be bought. If a student loses a book, then they are responsible for paying a standard fee.

Lockers

Students may be issued with a locker for a 10 EUR fee for the academic year. Students with special health conditions are exempt from payment. School cannot be responsible for anything in a student's locker and we ask, therefore, that they do not bring valuable items into school.

Lost Property

If you lose something then please ask the classroom teacher or MYP Coordinator.

School Canteen / School Cafeteria Information

➤ Children with dietary restrictions

Since there has been an increase in the number of children with food intolerances and dietary restrictions, we would like to offer the opportunity to bring your own food for your child to school. We ask you to bring the food in a closed container to the school cafeteria no later than 7:55 am. The food will be heated and served to your child during the lunch break. For more information, contact the school cafeteria manager.

We would like to ask the parents of such students to bring the **doctor's note** confirming the condition. The parents are also required to submit a **Declaration of Honour** that the food containers are hygienically clean and the food was prepared in accordance with the hygienic standards. We cannot accept the food without the two above mentioned documents.

Thank you for your understanding.

➤ Payment

The payment for school lunch has to be made in advance by the end of the month. If you want to pay for February, you must make a payment by the end of January.

If you use INTERNET BANKING, make sure you use the **correct variable symbol**. If you fail to use the correct variable symbol, we cannot match your payment.

The students of elementary school (PreMyp-Myp3) will pay a deposit of 30,- € until September -20th, 2020 to the school cafeteria bank account. If your child is not at school and you forget to cancel their lunch, your child is not entitled to a free lunch and the sum for lunch will be subtracted from the deposit (this information may be updated soon)

The students of elementary school (PreMyp-Myp3) must buy an electronic chip for school lunch. You can buy it on the following days in the school cafeteria office. For further information check the school website. (www.gympaba.sk)

The students of **MYP 3** and **MYP 4**, class will use their **ISIC cards** instead of an electronic chip.

➤ **Cancelling the school cafeteria meals**

You can cancel your meals in the following ways:

1. **by phone** - If your child is ill and cannot attend school that day, please, telephone **+421262312902** by **8:00 a.m.**. After 8:00 cancellation is no longer possible. You can leave the message on the answer phone any time.
2. **by using a school lunch kiosk** – you can cancel your meals one day or several days in advance when the kiosk is on.
3. **in writing** - write the child's name, date(s) and class and put the message into the post box at the front door of the school cafeteria.
4. **via internet** – after you activate your lunch account at www.strava.cz you can cancel your lunch one day or several days in advance.

Cancelling by mistake

If you cancel your lunch by mistake, you can get the meal only **after 2 p.m.**

➤ **Checks / Emails**

Emails informing you about the sum to be paid for school lunch will regularly be sent to your email account approximately one week before the end of the month. If you cancel the lunch before the emails are sent, your account will already be credited and the sum for the following month will be lower. If you cancel the lunch after the emails are sent, your account will be credited the month later.

➤ **Sickness**

If your child is ill and cannot attend school that day you must cancel the meal. The lunch **cannot** be taken home in a lunch box.

➤ **Meal options**

Usually, there are 2 meal options. The second option is available only if there are over 50 orders. If there are fewer than 50 orders, only one meal option served.

➤ **September 2 & June 30 (The first and the last school day)**

We do not cook and serve lunch on the first and the last school day.

➤ **The school leavers**

The students in their final year are supposed to give the bank account number where the unused credit will be sent. This must be done no later than 3 months after you leave school.

➤ **How to contact the school canteen manager**

Please, contact the manager on +421262312902. If the answer phone is on, leave your phone number and we will contact you as soon as we can.

Communication

The language of instruction is **English**, or in exceptional cases you may communicate in **Slovak**.

The means of communication between school and home is primarily electronic and includes the website, emails, aScEdupage.

GDPR –Sensitive data, including photos of students

The school takes the opportunity to celebrate student work whenever possible. In addition, as an IB world school, ISGR is also expected to send samples of student work for monitoring purposes. We therefore, request your permission to use photographs of the students and samples of their work for the following purposes:

- School Webpage
- School publications –Newsletters, brochures, school catalogue
- Wall displays
- Sample material for IB

If you do not wish us to use pictures of your child or their work, please inform us in writing.

The Curriculum

MYP Overview

The IB programme provides a framework for schools, dictating not content, but the manner the content will be delivered.

In the Middle Years Programme(MYP) we present content within broad Global Contexts, focusing on “big ideas” through prescribed Key and Related Concepts, while practicing inquiry-based learning. For more information about the MYP, please feel free to visit the IB website (www.ibo.org), attend our MYP information sessions (“MYP for Parents”), or contact our MYP Coordinator, Mrs.Dadajová.

Students must study each of the required subjects of the MYP: Language & Literature, Language Acquisition, Mathematics, Science, Individuals and Societies, the Arts, Physical and Health Education, and Design. Within the IB there is a requirement that students study the language of the host country. Therefore all students will study either Slovak Language and Literature or Slovak Acquisition.

In MYP 4-5 students complete the Personal Project, an independent research project during which students demonstrate research, communication, thinking, organizational, and reflective

skills. Personal Projects are marked internally and then samples are sent to the International Baccalaureate Organization for external moderation.

The subjects offered by our school

Language and Literature: Slovak (PreMYP,MYP1-5), English (PreMYP,MYP1-5)

Language acquisition: Slovak,English, German, French,Spanish (PreMYP,MYP1-5)

Individuals and Societies: History (PreMYP,MYP1-5) ,Geography (MYP1-5), Integrated Humanities (MYP4-5)

Sciences: Integrated Sciences (PreMyp,MYP1, MYP2, Biology, Chemistry, Physics (MYP3-5)

Mathematics: Standard Mathematics (PreMYP,MYP1-5)

Arts: Visual Arts and Music (PreMYP,MYP1-5)

Design: Digital Design and Product Design (PreMYP,MYP1-5)

Physical and Health Education (PreMYP,MYP1-5)

Music (PreMyp-Myp3)

The central ideas are formulated to fit under the six different global contexts that are chosen from the IB for their global significance and illustrating the commonalities of human existence. The global contexts are considered essential in the context of a program of international education.

The MYP global contexts:

- **Identities and Relationships**
- **Personal and cultural expression**
- **Orientation in space and time**
- **Scientific and technical innovation**
- **Globalisation and sustainability**
- **Fairness and development**

Conceptual learning

What do we want the students to understand?

A concept is a big idea. Concepts represent the vehicle for students' inquiry into issues and ideas of personal, local and global significance, providing the means by which the essence of a subject can be explored. The MYP identifies 16 key concepts to be explored across the curriculum. These key concepts, shown in the table below, represent understandings that reach beyond the eight MYP subject groups from which they are drawn .

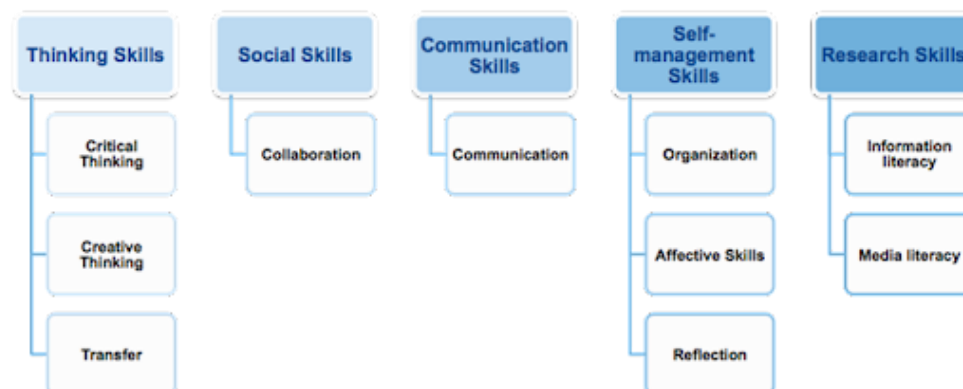
<h1>Key Concepts</h1>		A concept is a big idea—a principle or conception that is enduring, the significance of which goes beyond aspects such as particular origins, subject matter or place in time (Wiggins and McTighe 1998).	
<p>Communities</p> <p>Communities are groups that exist in proximity defined by space, time or relationship. Communities include, for example, groups of people sharing particular characteristics, beliefs or values as well as groups of interdependent organisms living together in a specific habitat.</p>	<p>Time, space and place</p> <p>The intrinsically linked concept of time, space and place refers to the absolute or relative position of people, objects and ideas. Time, place and space focuses on how we construct and use our understanding of location ("where" and "when").</p>	<p>Identity</p> <p>Identity is the state or fact of being the same. It refers to the particular features that define individuals, groups, things, eras, places, symbols and styles. Identity can be observed, or it can be constructed, asserted and shaped by external and internal influences.</p>	<p>Creativity</p> <p>Creativity is the process of generating novel ideas and considering existing ideas from new perspectives. Creativity includes the ability to recognize the value of ideas when developing innovative responses to problems; it may be evident in process as well as outcomes, products or solutions.</p>
<p>Aesthetics</p> <p>Aesthetics deals with the characteristics, creation, meaning and perception of beauty and taste. The study of aesthetics develops skills for the critical appreciation and analysis of art, culture and nature.</p>	<p>Systems</p> <p>Systems are sets of interacting or interdependent components. Systems provide structure and order in human, natural and built environments. Systems can be static or dynamic, simple or complex.</p>	<p>Culture</p> <p>Culture encompasses a range of learned and shared beliefs, values, interests, attitudes, products, ways of knowing and patterns of behaviour created by human communities. The concept of culture is dynamic and organic.</p>	<p>Change</p> <p>Change is a conversion, transformation or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences.</p>
<p>Relationships</p> <p>Relationships are the connections and associations between properties, objects, people and ideas—including the human community's connections with the world in which we live.</p>	<p>Global interactions</p> <p>Global interactions, as a concept, focuses on the connections among individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole.</p>	<p>Communication</p> <p>Communication is the exchange or transfer of signals, facts, ideas and symbols. It requires a sender, a message and an intended receiver. Communication involves the activity of conveying information or meaning. Effective communication requires a common "language" (which may be written, spoken or non-verbal).</p>	<p>Perspective</p> <p>Perspective is the position from which we observe situations, objects, facts, ideas and opinions. Perspective may be associated with individuals, groups, cultures or disciplines. Different perspectives often lead to multiple representations and interpretations.</p>
<p>Connections</p> <p>Connections are links, bonds and relationships among people, objects, organisms or ideas.</p>	<p>Logic</p> <p>Logic is a method of reasoning and a system of principles used to build arguments and reach conclusions.</p>	<p>Development</p> <p>Development is the act or process of growth, progress or evolution, sometimes through iterative improvements.</p>	<p>Form</p> <p>Form is the shape and underlying structure of an entity or piece of work, including its organization, essential nature and external appearance.</p>

As well as these 16 key concepts, subject specific related concepts are also used to develop MYP units. Teachers can develop additional related concepts to meet the needs of students and local or national curriculum requirements. For each unit, teachers identify one or more related concept that extends learning, leads to deeper understanding, or offers another perspective from which to understand the identified key concepts.

Skills

What do we want the students to be able to do?

The importance of developing subject specific skills as well as skills that transcend subject boundaries is identified both in the IB curriculum and Lgr 11. It is important for students to not only learn certain skills, but also to understand them and to be able to connect skills in different subject areas to each other. When studying a certain unit of inquiry, the teacher identifies which Approaches to Learning (ATL) skills will be necessary for the students to develop and understand. The students will also have time to reflect over the ATL skills and to what extent they think the skills were applied in that certain unit of inquiry. Lgr 11 has chosen a number of skills that are desirable that the student develops for each subject. Below you can find the specific ATL skills the IB has determined essential for the development of the student.



Language and Literature

At Spojená škola, Pankúchova 6, Bratislava most of the students within IB MYP are native Slovaks, but there is also a smaller group of students of other nationalities. The students are required to study their mother tongue (either Slovak or English) or the language in which they are most proficient, or the language of instruction of the school as Language and Literature.

We believe that we encourage and enable students to use language as a vehicle for thought, creativity, reflection, learning, self expression, analysis and social interaction.

Language Acquisition

We believe that learning a second language is vital due to the fact that language impacts the daily lives of members of any race, creed, and region of the world. Language helps express

our feelings, desires, and queries to the world around us. Additionally, the ability to communicate in multiple languages is becoming more and more important in the increasingly integrated global business community. The language acquisition course offers the opportunity to develop academic knowledge and language skills and language learning includes the ability to communicate with new people in various dialects.

MYP students at Spojená škola, Pankúchova take English, German and French as their language acquisition courses. If students have no prior knowledge or experience of the French or German language, the language acquisition courses are provided from phase 1. Students who have a prior knowledge and experience of the English language, will begin with the appropriate phase in order to develop their knowledge, skills and attitudes. We believe that from the academic year 2021/2022 we will be able to offer our students Spanish Language acquisition.

Individuals and societies

The aim of MYP Individuals and Societies is to encourage students to gain and develop knowledge, conceptual understanding, research skills, analytical and interpretive skills, and communication skills, contributing to the development of the student as a whole. The Humanities aim to encourage students to respect and understand the world around them, and to provide a skills base to facilitate further study. This is achieved through the study of individuals, societies and environments in a wide context: historical, contemporary, geographical, political, social, economic, religious, technological and cultural.

Sciences

Science and the scientific method offer a way of learning that contributes to the development of analytical and critical thinking skills. MYP sciences aim to develop students as scientifically literate inquirers who are able to think critically and creatively to solve problems and make decisions affecting themselves, others and their social and natural environments. At Spojená škola, students study integrated sciences from PreMYP-MYP2. In MYP3-MYP5, they learn Biology, Chemistry and Physics as individual subjects. This prepares them adequately for these courses at the Diploma.

Mathematics

MYP mathematics aims to equip all students with the knowledge, understanding and intellectual capabilities to address further courses in mathematics, as well as to prepare those students who will use mathematics in their workplace and life in general.

Students will develop the following skills over their period of study in mathematics:

- Knowledge-acquisition skills: An understanding of mathematical concepts and ideas, as defined in the framework;

- **Problem-solving skills:** Mathematical strategies to solve problems in familiar and unfamiliar situations, in both mathematical and real-life contexts;
- **Communication skills:** Oral and written skills using mathematical language, symbols and notation, and a range of forms of representation (for example, drawings, diagrams, graphs, tables);
- **Thinking skills:** Coherent logical and abstract thinking, inductive and deductive reasoning, justification and proof, estimation and accuracy;
- **Information-literacy skills:** The ability to use the library and other media to access information, selecting and judging information critically, knowing how to acknowledge references and how to avoid plagiarism; **Information and communication technology skills:** Confident use of computer applications and calculators when analysing problems, expressing a clear line of mathematical reasoning by use of technology;
- **Collaborative skills:** The ability to work as a team member, listening and interacting with others, respecting and considering different points of view;
- **Reflection skills:** Evaluation of one's own work and performance, identifying personal strengths and weaknesses to improve learning.

The Arts

The arts are a universal form of human expression and a unique way of knowing that engage us in affective, imaginative and productive activity. Learning through the arts helps us to explore, shape and communicate our sense of identity and understanding of the world, while providing opportunities to develop self-confidence, resilience and adaptability. The IB MYP arts value the process of creating artwork as much as the finished product.

At Spojená škola students are exposed to Visual Arts but our ambition is to open drama and music classes.

Design

MYP Design covers two areas: digital design and product design. Students complete full design projects as well as some shorter, focused tasks.

Students learn about the materials and processes we use to shape our world and how we communicate and share ideas, opinions and information. Knowledge of materials is built up as the student progresses through the school, starting with origins and classification progressing to how man-made materials are produced, with special reference to the effects we have on our environment and how we can have a positive effect through our choices.

Physical and Health Education

IB MYP offers students a balanced Physical and Health Education curriculum with opportunities to become multi-skilled by experimenting with the some sports of cultures around the world.

The social aspect of collective sports activities allows students to develop autonomy and responsibility. Individual sports activities offer students opportunities to strive for their personal best through a thorough understanding of their own limits. Partnered sports activities help students learn to manage their stress and emotions with respect to their physical effort that must be adapted to the environment and sports material. Student learning experiences in the PHE program are diverse and comprehensive, allowing students to attain knowledge and experience within a maximum of environments and situations. The PHE curriculum aims to guide students with their development of self- and group-confidence as well as emotional and physical competency, which are ATL skills that will serve students with fitness management and life-long learning across the curriculum.

Service and Action



Service and action is a required component of the IB MYP, which goes hand in hand with our mission statement, Through their engagement with service and action, MYP students will continue to increase their awareness of their own strengths and areas for growth, undertake new challenges, plan and initiate activities, work collaboratively with others, show perseverance and commitment, engage with locally and globally significant challenges and consider the ethical implication of their actions. At Spojená škola, students are provided with numerous opportunities for service involvement in each year of the programme, which are in turn aligned with the MYP learning outcomes. Action becomes part of the MYP unit plans, which demonstrate appropriate opportunities, through inquiry, to participate in service as action. Students will also get the chance to engage with service and action activities, at a local and global level.

Service and Action activities and projects:

	Service and Action activity	Service and Action project
Organization and planning	Often by a teacher or other adult	Fully initiated and organised by the student(s)
Participation	Passive participation.	Active participation.
Commitment	Could be short-term.	Requires long-term commitment.
Acquisition of skills	Few new skills acquired.	Student acquires and develops new skills.
Challenge	Attendance required.	Pushes student to previous limits.
Reflexion and evidence	For one-off activities, you should write one reflection prior to the event and one after the event. For ongoing activities, you should write one reflection every two weeks. Activities require 2 supporting evidence documents.	For projects, you should be reflecting regularly for the duration of the project (at least five reflections in total). Projects require 5 supporting evidence documents.

These are unpaid and voluntary exchanges that support the local, national or global community and have learning benefits for our students.

MYP projects



The **community project** and the **personal project** are known together as MYP projects.

MYP projects help students to develop the attributes of the IB learner profile; they provide students with an essential opportunity to demonstrate ATL skills developed through the MYP and foster the development of independent, lifelong learners.

All students in MYP year 5 must complete the personal project. In schools that complete the programme in MYP years 3 or 4, students must complete the community project. In

programmes that include MYP years 4 or 5, schools may offer students the opportunity to engage in the community project and the personal project.

The community project focuses on community and service, encouraging students to explore their right and responsibility to implement service as action in the community. As a consolidation of learning, the community project engages students in a sustained, in-depth inquiry leading to service as action in the community.

The personal project encourages students to practice and strengthen their ATL skills, consolidate prior and subject-specific learning and develop an area of personal interest. Personal projects revolve around a challenge that motivates and interests individual students. Schools must ensure that all staff, parents and students understand the central importance of the community or personal project, its aims, objectives and assessment criteria.

Assessment

Formative assessment

During the unit of inquiry or current subject area, the teacher will check the student's development so that it is moving in the right direction, that no misconceptions have arisen, that the student understands where to move next, and to develop as much as possible in regards to the goals of the area of work.

Examples of how formative assessment can take place are:

- journal entry
- quiz
- mini-conference
- observation ● short response
- project

Summative assessment

At the end of a unit of inquiry or a subject area, a summative assessment is done to see to what extent the student understands the central idea or the goals set up for the area of work.

IBO provides the required assessment criteria for years 1, 3 and 5 of the MYP. At Spojená škola, MYP teachers make decisions about students' achievement using their professional judgment and "best-fit" approach, guided by mandated criteria that are public, known in advance and precise. MYP assessment criteria are discussed in advance with all MYP teachers and then at the beginning of the academic year with the students. MYP assessment criteria are delivered to parents through the Student/Parent handbooks and in the first Parent-Teacher conference this academic year.

Students with identified learning difficulties are allowed inclusive access arrangements and reasonable adjustments (e.g. additional time, use of assistive technology, breaks etc.) for all assessments in one or more subjects through the academic year, as appropriate to their needs.

The MYP assessment criteria across subject groups can be summarized as follows:

Subjects	Criterion A	Criterion B	Criterion C	Criterion D
Language and Literature	Analysing	Organizing	Producing text	Using language
Language Acquisition	Listening	Speaking	Reading	Writing
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
The Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiry analysing	Developing ideas	Creating the solution	Evaluating
Interdisciplinary Learning	Disciplinary grounding	Synthesizing	Communicating	Reflecting

(MYP Assessment Policy)

To determine the semester grade, teachers add together the achievement levels (0-8) for all four criteria for all summative tasks. Spojená škola uses the MYP grade boundary guidelines to determine the semester/final grade on a scale of 1-7 in each year of the MYP. **Passing mark is grade 4 and above and, following the National curriculum, if students in MYP have grades 1-3 in one or two subjects, they have to repeat the summative assessment in the subject/s. If students in MYP have grades 1-2 in 3 and more subjects, they have to repeat the academic year.**

General descriptors of achievement levels are listed in the table below. These are not subject specific, and each subject area uses separate levels and descriptors, which are available in the IB MYP subject guides.

Grade	Boundary guidelines	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10–14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15–18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19–23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24–27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28–32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

Development Talks

Each term parents are asked to come to school to discuss their child’s academic and social development. Students should attend these talks. Parents will be informed about the date, time and place in advance via e-mail, aScEdupage and website.

Report Cards

Students in MYP receive two reports during the course of an academic year (in January and June).

Learning Support

If your child has an identified need or you think there is an undiagnosed learning issue, our staff can help by offering the appropriate follow up and support for your child's learning. Please, contact the student's advisor or teacher to discuss your concern.

For detailed information about MYP inclusion, please read through the MYP Inclusion Policy, found on the school website.

Guidance Counsellor

As part of the Student Service team the guidance counsellor works with students as individuals and in group situations to promote their welfare. The counsellor is available to meet the students who need to talk to an adult other than a parent or a teacher. Students can discuss, in confidence, any issues or problems they may have. For example: problems with school, growing up, relationships, sexuality or their home situation.

Parents and teachers may also refer students to the counsellor if they feel that it is in the interests of the student. The counsellor will also offer guidance to parents and teachers with how to support the student. When appropriate, the counsellor will put you in touch with appropriate community agencies or specialists.

The Guidance Counsellor is located in the block B on the second floor (B38) of the school. The MYP Guidance Counsellor is: Mgr.Katarína Hlavnová (hlavnova@gympaba.sk).

Behaviour expectations

At Spojená škola, we:

- Respect ourselves
- Respect others
- Respect our environment

All school members -students, staff, and parents - are expected to strive to meet these standards at all times. If someone fails to do so, action must be taken. If you feel that a school community member has failed to meet these principles, you should speak up. Situations and people are complex, so the school response to such events can vary according to the circumstances. However, we have guiding principles for appropriate school responses.

For more information about the Behaviour policy and behaviour expectations please, visit the school website. It can be found under "Documents – Policies (Školský poriadok)".

Keeping the School Clean

We want our study and work environment to be clean, safe and healthy – therefore, students should ensure that all of their rubbish i.e. pieces of paper, apple cores, etc. are disposed of in the numerous bins around the school and not left lying around on either the floor or desks.

School Holidays in the school year 2021/2022

	Last day of school	From-until	Returning to school
Autumn break	October 27 th , 2021 (Wednesday)	October 28 th , 2021 - October 29 th , 2021	November 2 nd , 2021 (Tuesday)
Christmas break	December 22 nd , 2021 (Wednesday)	December 23 rd , 2021 - January 7 th , 2022	January 10 th , 2022 (Monday)
Half term break	February 3 rd , 2022 (Thursday)	February 4 th , 2022 (Friday)	February 7 th , 2022 (Monday)
Spring break	February 25 th , 2021 (Friday)	February 28 th , 2022 - March 5 th , 2022	March 7 th , 2022 (Monday)
Easter break	April 13 th , 2022 (Wednesday)	April 14 th , 2022 - April 19 th , 2022	April 20 th , 2022 (Wednesday)
Summer break	June 30 th , 2022 (Thursday)	July 1 st , 2022 – Aug 31 st , 2022	September 5 th , 2022 (Monday)

We wish you a wonderful school year here at our Spojená škola, Pankúchova 6, Bratislava.