

THE CODRINGTON SCHOOL

The International School of Barbados

St John

BB 20008

Barbados

West Indies



PARENT – STUDENT HANDBOOK

2011 – 2012

This handbook is issued in hard copy (October 2010) and is also featured on the school's web site at <http://www.codrington.edu.bb>

In order to avoid any misunderstandings, please note that the electronic version is the authoritative and definitive version

The Codrington School is an IB World School and a member of
The Council of International Schools and the European Council of International Schools



WELCOME

Welcome to The Codrington School. We should like to thank you for entrusting your child's school education to us. Our students' growth and development, across all domains, is at the forefront of everything we do at The Codrington School. We are committed to providing a high quality, child-centred programme of study based on current research-supported practices, delivered in a psychologically safe and supportive environment, by caring, well-qualified and experienced teachers.

We are authorized to offer, and are committed to the International Baccalaureate [IB] Primary Years Programme [PYP], the Middle Years Programme [MYP] and the Diploma Programme [DP]. These programmes have a philosophy of inquiry-based learning and international mindedness. Using the PYP, the MYP and the DP as a framework, we are assisting our students at developing into learners who exemplify the IB learner profile by being inquirers, thinkers, communicators and risk-takers who are knowledgeable, principled, caring, open-minded, balanced and reflective global citizens who endeavour positively to impact the world in which they live.

At The Codrington School we seek to develop a community that includes our students, our administrators, faculty, staff, parents and other members who contribute to this school of learners, who love learning, and who strive to become life-long learners. These principles are best developed and strengthened through collaborative partnerships between the home and school. With this in mind, please read this handbook carefully and make yourself knowledgeable about our school and its programmes. Familiarize yourself with our mission and aims, policies, guidelines and curriculum information. Be sure to attend class assemblies, open days, sports days, exhibitions, parent-teacher meetings and other special activities hosted by the school. Forge positive partnerships, based on mutual respect, effective communication and common goals, with your child's teachers. Keep abreast of changes in procedures and/or policies. Volunteer to help out on field trips or in class activities. Support the Parents and Friends Association [PFA]. Talk to your child about his or her school experiences. Read school notices. Whether your child is in the half-day PYP one and two class, or preparing for the PYP eight exhibition, or developing as a life-long learner in the middle years or diploma programme, play an active role in his or her school life. We wholeheartedly welcome your support and positive involvement.

Should you have any questions or concerns regarding your child's progress, please be sure to discuss these with the teacher first; then, if need be, approach the appropriate head of school. Our team of well-qualified teachers and administrators works collaboratively to provide a network of support that ensures your child's needs, abilities and learning styles are accommodated through differentiated instruction and programming.

Keep in mind that school experiences help set the tone for future success in learning throughout later stages of life. Let us work together to make this a happy, rewarding, safe, and meaningful school for each of our Codrington School students.

Dennison J MacKinnon
Principal

Christina MacKinnon
Director of Admissions

Eliana Marcenaro
Head of Secondary School

Helen Morris
Head of Primary School

SECTION ONE: THE UNDERLYING PHILOSOPHY AND STRUCTURE

THE CODRINGTON VISION

Set on a hill overlooking Consett Bay, in the eastern, rural parish of St John, Barbados, amidst rolling fields and an agricultural orientation, with a splendid vista of the Atlantic coast, is a set of buildings that, at first sight, standing in the shadow of the Anglican Church of the Holy Cross, appear the product of an age gone by, timelessly elegant in their renovated form.

And, indeed, they are, for these lovely buildings house one of the more special schools in Barbados. They are the buildings of The Codrington School, which, with its global perspective and international dimension, offers a very special education both to Barbadians and to internationally mobile expatriate children who, for a few brief years, make Barbados their home.

The Codrington School began as a boarding school for girls back in 1917 and there are still many “old girls”, from Barbados and all over the world, who have splendid memories of “days of yore”. Indeed, grown “Codrington girls” often dissolve into fits of laughter as they remember both the pomp and the pranks of the boarding school of yesteryear.

Sadly, in the eighties, the “old Codrington” closed its doors and it might have seemed that never again would the sound of ringing laughter from children at play be heard within the ancient walls. But, fortunately, there were people around who shared the “Codrington Vision” and who were determined to see the school alive again. Two swift metamorphoses followed before the “new Codrington” opened its doors in 2002, this time to both boys and girls, offering a curriculum based on the highest standards of Barbadian and international educational research and best practice.

The pioneers of 2002 were led by the vision and determination of one woman, Sylvia Johnson, who is recognized by the Codrington community as the founder of the “new Codrington”. Sylvia had been a teacher at Codrington in the 1970s and shared that love for the place which seems to affect all who are privileged to see the school in all its loveliness, set as it is in three acres of wooded grounds, which include gardens and shady mahogany trees that are more than a century old. Through her efforts, and those of a group of like-minded people, who shared both the nostalgia for years gone by and the belief that the school could rise again, the doors opened in September 2002 to a small group of children.

Today, The Codrington School, staffed by educators with internationally-recognized qualifications and a deep love for children, offers an authorized International Baccalaureate programme for primary years, middle years and diploma years students which is second to none and which offers students the opportunity of studying to the highest levels of national and international excellence.

EDUCATIONAL MISSION

Motto

Semper Auxilio

Mission Statement

Using the finest international expertise and techniques we shall provide a level of academic excellence which will embrace the similarities and differences of all cultures.

There will be no more than fifteen students per class and we shall maintain our fee structure at an affordable level.

Through our inquiry-based programme, we shall create a happy experience for our students, with lasting positive memories and the desire to be life-long learners.

We shall ensure the career satisfaction of our teachers by facilitating their professional development and valuing their cultural qualities.

The parents and alumni will be part of the dynamic team which will make our school the first choice.

Philosophy

We believe that The Codrington School is a community of internationally-minded learners, both Barbadian and foreign and both children and adults, which is committed to the success of each individual child, according to that child's age, aptitudes and abilities, whilst developing in each person the qualities outlined in the International Baccalaureate learner profile.

We further believe that all students at the school should be offered the opportunity to learn in an atmosphere of trust, security and high educational standards, without either the threat of or recourse to corporal punishment, which will enable them to be well educated in all disciplines offered by the school, whether curricular or enrichment activities.

Aims

Relating to governance, administration and strategic management

To have a positive, balanced relationship between the school's governing body and the school's administration, which leads to strong, well-rounded educational programmes being offered on a carefully planned basis within the context of a balanced budget.

Relating to school programmes

To offer educational programmes, which are based on solid research and best practice, within the framework of the International Baccalaureate programmes, which are taught by well-qualified, caring teachers and which enable the school to maintain its reputation for educational excellence.

Relating to educational process

By means of an inquiry-based and concept-driven curriculum, to foster in all the school's students and adults a love of learning and to ensure that students learn in an atmosphere which balances the acquisition of basic skills and knowledge with the deeper search for meaning and understanding.

Relating to personal development

To encourage students and adults, as a result of their learning, to live ethical, balanced lives and to engage in meaningful, positive actions which will enrich the lives of others.

Relating to values

To foster in all students and adults a strong sense of personal responsibility and sensitivity to those less fortunate; to encourage respect for religious and moral values; and to foster tolerance of all ethnicities, religions, opinions and ways of life, whilst maintaining an awareness of their own personal and cultural heritages.

Relating to the environment

To encourage all members of the Codrington community, both children and adults, to interact positively and sensitively with the environment, both at local and at global levels.

STATEMENT ON UNITY AND DIVERSITY

The Codrington School views diversity as a positive aspect of our lives and an essential aspect of education.

The school community recognizes and respects the fact that diversity exists – in the languages we speak, in the colours of our skins, in our genders and ages, in the traditions we observe, in the structures of our families, in our financial and educational resources and in the special needs we may have. It also believes that the things that unite us as human beings are greater than the things that divide us and, therefore, seeks to foster unity in diversity.

We believe that our separate heritages, beliefs and choices of expression help to define us as individuals, and that our commitment to learning about one another and the larger world unites us as a community. Differences of all kinds are acknowledged and explored with enthusiasm and respect, recognizing the commonalities of our humanity.

We accept an ongoing responsibility to act as part of a wider community. In our recruitment practices for both families and faculty we strive to reflect the diversity inherent in our society and in the world at large.

Our curriculum introduces topics of race, ethnicity, family structure, gender, religion, physical attributes, sexual orientation and economic differences in ways that are developmentally appropriate. In our assemblies, special events, guest lecturers and enrichment activities we work to further our commitment to unity in diversity.

We believe that the family is the primary source of traditions, celebrations and values for children. The school's role is to affirm that each individual has a distinct identity and to help children appreciate their own identities and those of others.

An education at The Codrington School enables children to value themselves whilst preparing them to take part with pride and confidence in a rich and complex society. We recognize that working to provide such an experience requires dedication and an ongoing commitment of time, energy and resources.

Founded on the principle of respect, The Codrington School is a place where children can listen, question, challenge, probe and make sense of their world. Upon graduation, we hope they will carry with them a strong sense of their identity, a willingness to see common threads, which run through all our lives, and a high regard for the value and breadth of our differences.

SCHOOL STRUCTURE

Board of Trustees – The Codrington School is a Barbadian registered charity formed in 2005. Its legal name is The Codrington School, The International School of Barbados. There are currently two trustees, Mrs Sylvia Johnson and Mrs Anne Worrell.

Board of Governors – The governors are responsible to the trustees for the governance of the school.

Administration – The school is administered by a principal, who reports directly to the board of governors at regular meetings. The board of governors has committed to him all operations of the school, including educational and business operations. The principal is supported in the overall administration of the school by the heads of the primary and secondary schools, for educational issues, and by the director of admissions and a business manager (position vacant).

Parents and Friends Association [PFA] – The PFA committee and other associated committees is elected annually and is responsible for organizing meetings and events of general educational interest, fund raising and enhancing communication between parents and the school. It is also responsible for supporting school functions as well as organizing school photographs, hot lunches and the distribution of school uniforms.

Internal Organization - The primary school is divided into early years [PYP one through PYP four] and junior years [PYP five through PYP eight]. The head of the primary school is responsible for supervising the academic progress and general pastoral direction of the students. The secondary school is subdivided into middle years [MYP one through MYP five] and diploma years [DP one through DP two]. The Diploma Programme [DP one] commenced in the summer of 2010. The head of the secondary school is responsible for supervising the academic progress and general pastoral direction of the students in MYP one through DP two.

International Links – The Codrington School is an IB World School . The school is also a member of the Council of International Schools [CIS] and the European Council of International Schools [ECIS].

SECTION TWO: THE CURRICULUM

CURRICULUM PHILOSOPHY




The school's curriculum is developed within the framework of the International Baccalaureate [IB], which identifies a learning continuum beginning with the Primary Years Programme [PYP] (ages three to eleven), moving into the Middle Years Programme [MYP] (ages 11-16) and finishing with the Diploma Programme [DP] (ages 16-18). In the summer of 2008, The Codrington School was authorized by the IB to offer the PYP. In February 2010 the school was authorized by the IB to offer the DP and in August 2010 it was authorized to offer the MYP.

The aim of all IB programmes is to develop internationally-minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. In order to achieve this, IB programmes provide a holistic education which places great importance on the development of knowledge, skills, and attitudes. The PYP, MYP and DP all require the inclusion of international-mindedness in the curriculum (including an emphasis on modern foreign languages), age-appropriate moderated criterion-referenced assessments, transdisciplinary initiatives within the curriculum, an "action component" where all students take action in their communities as a result of their learning, and a culminating product at the end of each programme.

At The Codrington School, the curriculum framework is international in outlook and provides for the development of the whole child, not just in the classroom but also through other media of learning, encompassing social, emotional, physical and cultural needs in addition to academic welfare. The programme combines the best research and practice from a range of national systems with a wealth of knowledge and experience from international schools to create a significant, relevant, engaging and challenging educational framework for children.

The values and mission of the IB, as they directly affect the child, are expressed in a series of desired attributes and traits that characterize students with an international perspective. These attributes constitute the *learner profile*, and the entire school community is encouraged to contribute to creating an ethos of international-mindedness by embracing and performing these characteristics.

All international minded learners should be:

- | | |
|---|---|
|  Inquirers |  Principled |
|  Thinkers |  Caring |
|  Communicators |  Open-minded |
|  Risk-takers |  Balanced |
|  Knowledgeable |  Reflective |

Students work with the learner profile from the first day of school. The attributes are discussed, illustrated and modelled on a regular basis - they are an integral part of our programme and our environment. Similarly, students are assessed on how they display the profile in school, and are encouraged to reflect on their own progress as part of their written reports.






CURRICULUM IN PRACTICE

As previously mentioned, the goal of the IB programmes is to equip students with the knowledge, skills and attitudes to be lifelong internationally-minded learners. The IB outlines curriculum models for the Primary Years Programme [PYP], Middle Years Programme [MYP] and Diploma Programme [DP], as well as offering curriculum guides and scope and sequence documents to support the implementation of the curricula. All programmes share a commitment to the student's emotional, psychological and intellectual development and wellbeing. Consequently, all programmes encourage and assess the development of the attributes of the learner profile.

A detailed description of the specific characteristics of each curriculum model is presented below.

PRIMARY YEARS PROGRAMME [PYP]

The PYP is a concept-based, inquiry-driven curriculum framework, which emphasizes five essential elements:

-  Knowledge
-  Concepts
-  Skills
-  Attitudes
-  Action

Underlying the philosophy is a belief that, as Stipek puts it, “coverage is the enemy of understanding” and that the teacher’s job is to ensure understanding rather than simply “cover” the curriculum. The aim is to produce children who always look beyond the surface to ask the “big” questions; children who have gained conceptual understandings rather than simple facts that they are able to repeat. Of course, there *is* knowledge that children need to have: the PYP seeks to balance the acquisition of knowledge and skills with the search for deeper meaning and understanding.

An inquiry-driven approach places the student’s needs and learning at the centre of the educational experience. The teacher acts as a coach, encouraging students to explore the world around them and to construct meaning through hands-on experimentation, observation, research, off-site visits, literature, *etc.* and complements the students’ learning by helping them develop skills and academic practices conducive to active learning (*i.e.* a “work ethic”). He/she begins by getting to know the students and determining where they are in their own knowledge and understanding of the material, and creating opportunities for them to expand on that knowledge and understanding and make connections between their prior and new understandings. Research shows this renders that learning meaningful and long-lasting. As the class engages with the content, the teacher is keen to listen to students’ interests and questions, and utilizes that information to guide his/her own planning. The result is student-centred learning, where children are eager participants in their own educational experiences, engaged and motivated. Furthermore, their inquiry allows the teacher to create an accurate picture of the students’ current comprehension and needs, and highlights “entry points” to the new knowledge.

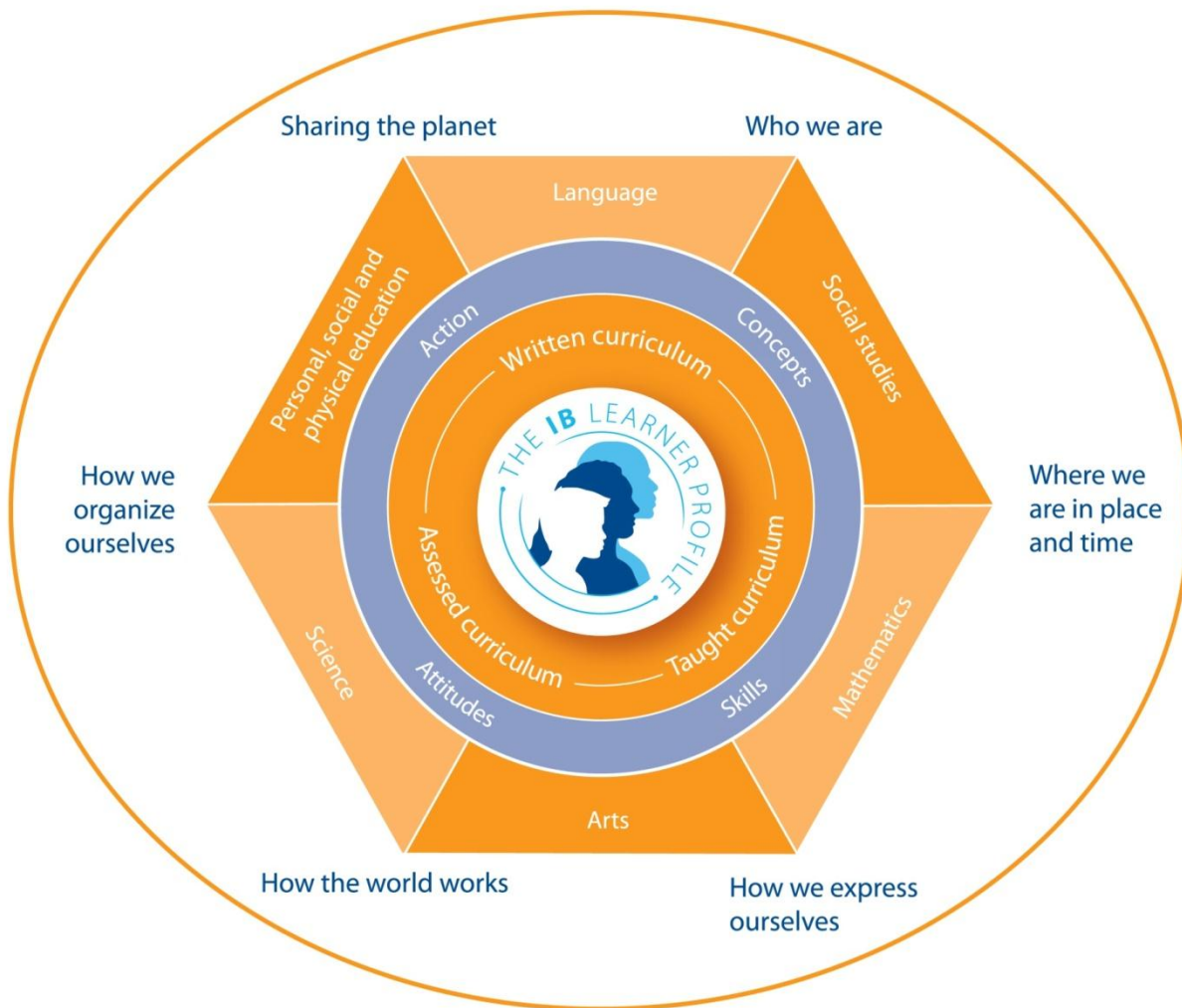
In order to achieve the goal of developing internationally-minded learners, a PYP school is permanently aware of its diverse student population and seeks to raise every member’s awareness of the commonalities among all human beings.

As described in the IB website (www.ibo.org): PYP schools should provide students with learning experiences that are engaging, relevant, challenging and significant, in learning environments that are stimulating and provocative, where:

- ✚ adults are sensitive facilitators of the process of empowering students to value their learning and to take responsibility for it
- ✚ students are seen as competent and are listened to
- ✚ students are encouraged to be curious, be inquisitive, ask questions, explore and interact with the environment physically, socially and intellectually
- ✚ explicit learning outcomes and the learning process are made transparent to the students
- ✚ students are supported in their struggle for mastery and control on their journey to become independent, autonomous learners
- ✚ the learning experiences are differentiated to accommodate the range of abilities and learning styles in the group
- ✚ the collaboration on the part of all the PYP teachers is high, and there is a commitment to the transdisciplinary model at the core of this programme of international education.

Curriculum Model

The PYP curriculum can be visualized as a hexagon. At the centre is the student, an active participant in his/her own learning: the student “constructs meaning” by engaging with the world around him/her *vis a vis* the integrated curriculum.



As outlined above, the curriculum framework consists of five essential elements: knowledge (as indicated in the six curricular areas), concepts, skills, attitudes and action.

1. Knowledge

The knowledge component (“what we want students to learn”) refers to the information that is developed through inquiries into six transdisciplinary themes of global significance, supported and balanced by six subject areas. Stemming from the understanding that there is a commonality of human experience, students explore this common ground collaboratively, sharing their multiple perspectives and individual experiences and backgrounds. As they reflect on their own and each other’s perspectives, they expand their understanding of the world around them and learn to appreciate the differences that allow for true international-mindedness.

The Programme of Inquiry

The philosophy of the PYP is based on a commitment to structured inquiry as an ideal vehicle for learning. The programme of inquiry is the school’s framework for the PYP. It is based on six organizing themes which provide the structure for the exploration of knowledge.

These themes are:

- ✚ 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

Given the transdisciplinary nature of the programme of inquiry, each class explores a topic through various lenses: the “disciplinary subjects”. For example, PYP six’s study of the solar system does not only include learnings in science, but also incorporates work in language arts and mathematics, technology and the arts. The specific content knowledge is selected from the Barbados National Curriculum Attainment Targets and is developmentally appropriate.

Appendix A outlines the current programme of inquiry at The Codrington School.

2. Concepts

Within the PYP framework, the eight concepts (“what we want students to understand”) provide a connecting thread in the curricula that is not tied to disciplinary subjects. Students revisit these eight concepts several times during their primary years experience, strengthening their understanding of the material and making valuable associations between and among the information learned, while developing critical thinking skills and an appreciation for the real-world implications of the material.

Teachers plan their units of inquiry with these concepts in mind, and use the knowledge component (content) to *support* the students’ exploration of these concepts. The eight concepts are:

- ✚ Form
- ✚ Function
- ✚ Causation
- ✚ Change
- ✚ Connection
- ✚ Perspective
- ✚ Reflection
- ✚ Responsibility

For a complete description of the concepts and their definitions, please refer to *Appendix B*.

3. Skills

In addition to the content *knowledge* and the *concepts*, the PYP recognizes a series of transdisciplinary *skills* (“what we want students to be able to do”) which are essential to fostering well-rounded learners for our modern world. In fact, the transdisciplinary nature of the programme facilitates the development of a range of meaningful skills in an authentic setting, consolidating understanding in the student while highlighting real-world application for both the skills and the content knowledge. Understanding is, therefore, complemented by the students’ acquiring and applying a broad range of skills.

The five basic skills areas are:

- ✚ Thinking skills
- ✚ Social skills
- ✚ Communication skills
- ✚ Self-management skills
- ✚ Research skills

Appendix C provides a complete list of transdisciplinary skills and their descriptions.

4. Attitudes

Whilst recognizing the importance of knowledge, concepts and skills, these alone do not make an internationally minded person. It is vital that there is also focus on the development of personal attitudes towards people, towards the environment and towards learning, attitudes that contribute to the well-being of the individual and of the group. Attitudes (“what we want students to feel, value and demonstrate”) demonstrate our commitment to a value curriculum. They stem from, and support, the learner profile; in fact, we find that they provide a more concrete picture for the students to understand how they can perform the learner profile in their everyday lives.

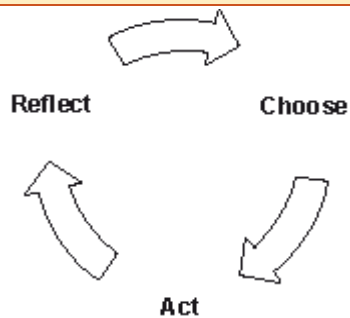
In PYP schools, students should demonstrate:

Appreciation	Appreciating the wonder and beauty of the world and its people.
Commitment	Being committed to their own learning, persevering and showing self-discipline and responsibility.
Confidence	Feeling confident in their ability as learners, having the courage to take risks, applying what they have learned and making appropriate decisions and choices.
Cooperation	Cooperating, collaborating, and leading or following as the situation demands.
Creativity	Being creative and imaginative in their thinking and in their approach to problems and dilemmas.
Curiosity	Being curious about the nature of learning, about the world, its people and cultures.
Empathy	Imagining themselves in another's situation in order to understand his or her reasoning and emotions, so as to be open-minded and reflective about the perspectives of others.
Enthusiasm	Enjoying learning and willingly putting the effort into the process.
Independence	Thinking and acting independently, making their own judgments based on reasoned argument, and being able to defend their judgments.
Integrity	Being honest and demonstrating a considered sense of fairness.
Respect	Respecting themselves, others and the world around them.
Tolerance	Being sensitive about differences and diversity in the world and being responsive to the needs of others.

5. Action

In the PYP, it is believed that education must extend beyond the intellectual to include not only socially responsible attitudes but also thoughtful and appropriate action. An explicit expectation of the PYP is that successful inquiry will lead to responsible action, initiated by the student as a result of the learning process. This action will extend the student's learning, or it may have a wider social impact, and will clearly look different within each age range. Codrington, as an authorized PYP school, can and should meet the challenge of offering all learners the opportunity and the power to choose to act; to decide on their actions; and to reflect on these actions in order to make a difference in and to the world.

The action cycle



Example: During one of the units under the theme “Sharing the Planet”, the students learned about water conservation. In a casual conversation, a parent mentioned that her son no longer “allowed” her to take baths because, he told her, too much water would be wasted that could be used in a more beneficial way. That student demonstrated a clear understanding of the content material of that unit, as well as the ability to reflect on his own responsibility towards our environment. Not only did he change his own behaviour, but he shared his knowledge with others in his home.

This diagram shows the process in which we want our students to engage. The intention is to create meaningful learning opportunities where the student’s understanding of the world is enhanced: through reflection, the student makes a conscious decision, a choice, to modify or take on a new behaviour. In that way, an action becomes a natural outcome of the learning experience.

Actions should be an individual student’s way of demonstrating the impact of the learning experience and should not be “forced” by the teacher. It is evident that all students will not respond to a unit of inquiry in the same way and that their actions will be different in degree and response type. Yet it is important to remember that different responses are natural within a system that appreciates each student as an individual and seeks to foster whole-child development.

A Typical Timetable in the Primary Years

In the primary school, the school week is divided into teaching blocks, (each teaching block being forty minutes long) a twenty minute morning break, a forty-five minute lunch break and a twenty minute afternoon break. Homeroom registration takes place from 8.10am to 8.20am.

PYP one and PYP two is one class which has two homeroom teachers. The unit of inquiry is explored by both classes together but the students are differentiated within the class for numeracy and literacy lessons. The homeroom teachers take the whole class for specialist lessons; PE, art and music. Students in these classes are at school from 8.10am to 1.00pm. There is an aftercare programme that runs from 1.00pm to 4.00pm Mondays to Thursdays and from 1.00pm to 3.00pm on Fridays. Below is a sample timetable for PYP one and PYP two:

Time/day	Monday	Tuesday	Wednesday	Thursday	Friday
8:10-8:20	Registration	Registration	Registration	Registration	Registration
8:20-9:45		Assembly	Church – once a month	9:00-9:45 Art	9:00-9:45 IT
9:45-10:05	Break	Break	Break	Break	Break
10:05-11:30	10:05-10:50 Music and Drama	10:05-10:50 Art	10:05-10:50 Library	10:05-10:50 Music and Drama	
11:30-12:10	Lunch	Lunch	Lunch	Lunch	Lunch
12:10-1:00	12:10- 12:40 PE		12:10-12:40 PE		12:10-12:40 PE
1:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

PYP three and PYP four have specialist teachers for PE, art and music. Below is a sample timetable for PYP three:

Time/day	Monday	Tuesday	Wednesday	Thursday	Friday
8:10-8:20	Registration	Registration	Registration		Registration
8:20-9:45		Assembly	Church – monthly	Swimming	
	9:05-9:45 PE				
9:45-10:05	Break	Break	Break	Break	Break
10:05-11:30				10:50-11:30 Music and Drama	10:05-10:50 IT 10:50-11:30 PE
11:30-12:10	Lunch	Lunch	Lunch	Lunch	Lunch
12:10-1:35		12:10-12:55 Library			
			12:55-1:35 PE		
1:35-1:55	Break	Break	Break	Break	Break
1:55-3:00	Art				
		2:20-3:00 Music and Drama	2:20-3:00 Hymns		
3:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

PYP five through PYP eight have specialist teachers for PE, art and music and begin learning a second language - Spanish, twice a week. Below is a sample timetable for PYP eight:

Time/day	Monday	Tuesday	Wednesday	Thursday	Friday
8:10-8:20		Registration	Registration	Registration	Registration
8:20-9:45	Swimming	Assembly	Church – monthly		8:20-9:00 PE 9:05-9:45 Spanish
9:45-10:05	Break	Break	Break	Break	Break
10:05-11:30			10:50-11:30 PE		
11:30-12:10	Lunch	Lunch	Lunch	Lunch	Lunch
12:10-1:35	12:10-12:55 Library	Art	12:55-1:35 Spanish	12:10-12:55 IT	Music and Drama
1:35-1:55	Break	Break	Break	Break	Break
1:55-3:00		2:20-3:00 Spanish	2:20-3:00 Hymns	2:20-3:00 PE	
3:00-4:00	Enrichment	Enrichment	Enrichment	Enrichment	Dismissal

Swimming

From PYP three through PYP eight, primary school students have a swimming period per week at the Aquatic Centre, in addition to regular PE lessons on campus.

Enrichment

The enrichment programme at the school offers a wide range of activities during lunchtime clubs (half an hour, twice a week, Monday through Friday) as well as after school (3.00pm to 4.00pm, Monday through Thursday). Some of the activities are: basketball, website design, yearbook, surfing, Scrabble, fencing, tag rugby, table tennis, art club, choir, environmental club, karate, tennis and French club. PYP three and four students may join enrichment activities offered by outside instructors only. PYP five through PYP eight may join enrichment activities offered by both outside instructors and teachers within the school.

A full list of activities, and attendant costs, is emailed to all parents by the heads of school one week prior to the commencement of the enrichment programme. We trust that these activities, which are

usually scheduled either at lunchtime or between 3.00pm and 4.00pm, will help to enhance your child's education.

All teachers at Codrington offer an enrichment activity free of charge. Other activities are also offered without cost. However, where the school, in utilizing outside professional expertise, incurs a charge, this is passed on to the parents/guardians. The school makes no profit from this. It pays the expert involved and then bills the parent/guardian accordingly.

MIDDLE YEARS PROGRAMME [MYP]

Introduction

The middle years are a particularly exciting and critical phase in a student's development, when energy, self-awareness, enthusiasm and inquiry can all be focused into exploring particular talents and potential, when individuality is established and scholarship revealed.

Such a period of personal and intellectual development requires a programme that helps students participate actively and responsibly in a changing and increasingly interrelated world. Learning how to learn and how to evaluate information critically is as important as learning facts.

The MYP is designed to teach students to become independent learners who can recognize relationships between school subjects and the world outside, who can adapt to new situations and combine relevant knowledge, practical and social intelligence to solve authentic problems alone or in groups. Successful teaching of the programme requires commitment to its fundamental principles on the part of the whole school community, and a high degree of communication and collaboration between and among teachers.

As students make the transition from the primary to the secondary school level, our middle school provides a secure environment for students to learn, with the increasing independence which will ultimately be required for higher education.

MYP students are encouraged to take risks and not be afraid to make and remedy mistakes within a supportive yet challenging framework. In this way, their learning develops a robust sense of purpose and they themselves a growing sense of self-belief and ambition.

The programme aims to enable students to:

- ✚ build upon their spirit of discovery to develop an understanding and enjoyment of the process of learning, independently and in cooperation with others
- ✚ acquire knowledge and understanding and prepare for further learning
- ✚ recognize the extent to which knowledge is interrelated
- ✚ learn to communicate effectively in a variety of ways
- ✚ develop a sense of personal and cultural identity and a respect for themselves and for others
- ✚ acquire insights into local and global concerns affecting health, the community and the environment
- ✚ develop a sense of individual and collective responsibility and citizenship.

The IB Learner Profile

The learner profile, as mentioned earlier, consists of ten personal qualities which all members of an IB community should strive to develop, as those qualities embody international-mindedness. The learner profile is, therefore, a shared framework across all three IB programmes (PYP, MYP and DP) and it helps to ensure IB schools throughout the world carry out the IB mission.

The ten attributes of the learner profile are described within the context of the secondary school.

Inquirers

The learner's natural curiosity is nurtured. They acquire the skills necessary to conduct constructive inquiry and research, and become independent active learners. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable

They explore concepts, ideas and issues which have global relevance and importance. In so doing, they acquire, and are able to make use of, a significant body of knowledge across a range of disciplines

Critical thinkers

They exercise initiative in applying thinking skills critically and creatively to approach complex problems and make reasoned 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.

Risk-takers

They approach unfamiliar situations with confidence and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are courageous and articulate in defending those things in which they believe.

Principled

They have a sound grasp of the principles of moral reasoning. They have integrity, honesty, a sense of fairness and justice and respect for the dignity of the individual.

Caring

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

Open-minded

Through an understanding and appreciation of their own culture, they are open to the perspectives, values and traditions of other individuals and cultures and are accustomed to seeking and considering a range of points of view.

Balanced

They understand the importance of physical and mental balance and personal well-being for themselves and others. They demonstrate perseverance and self discipline.

Reflective

They give thoughtful consideration to their own learning and personal development. They are able to analyse their strengths and weaknesses in a constructive manner.

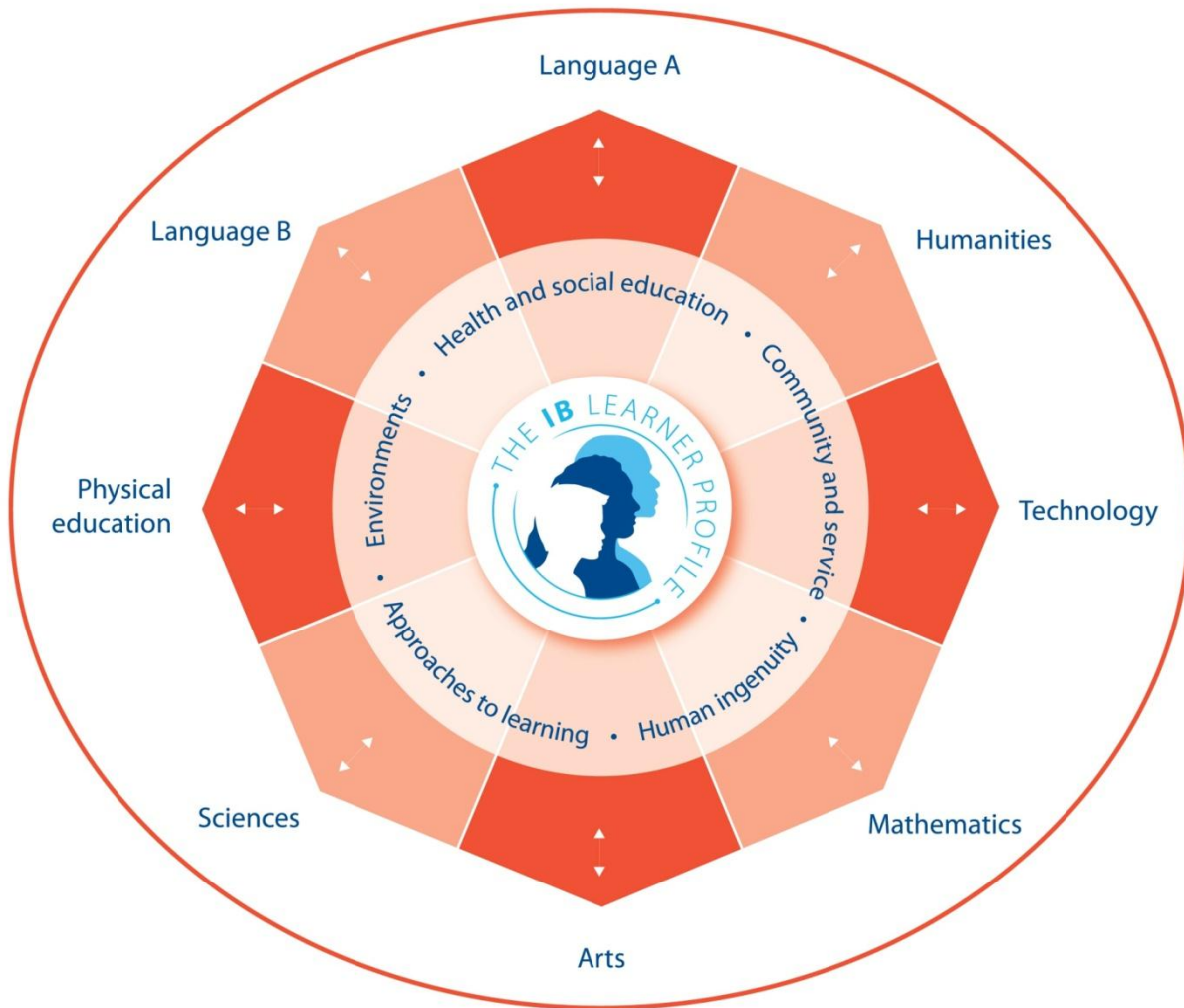
Implementation of the Middle Years Programme

Subsequent to a rigorous implementation period of the programme, the school received a visiting team in April 2010. This team evaluated the school's capacity to deliver the programme and authorization to deliver the programme was received from the IB in August 2010.

What is in the Curriculum?

The MYP curriculum contains eight subjects combined with five themes called the five areas of interaction. The areas of interaction provide lenses through which students can see connections between the traditional subject areas, in addition to providing authentic real world contexts for exploring ideas and developing skills.

The MYP curriculum can be illustrated as an octagon: the developing student at its centre, surrounded by the eight discreet subject areas which are all connected to each other and to the student through the five areas of interaction.



Students would, therefore, learn about a subject area through studying a real-world case that highlights the connections between knowledge, skills, attitudes and the five areas of interaction.

The five areas of interaction are:

✚ **Approaches to learning (ATL)**

Students develop an awareness of how they learn best, of thought processes and of learning strategies in the context of solving real-world problems that are highlighted through the context provided by the subject area. Students also gain an understanding of the applicability of various learning skills and strategies across different subject areas.

✚ **Community and service**

Students develop an awareness of the way in which communities are formed, how they develop, and the role each individual member plays in their communities. Students are asked to think critically about this role as they are encouraged to develop responsible citizenship.

✚ Human ingenuity

Students develop an awareness of the processes and products of human creativity, thus learning to appreciate and develop in themselves the human capacity to influence, transform, enjoy and improve the quality of life. They also develop the ability to reflect critically on the result of human creation, analyzing positive and negative effects on the wider society.

✚ Environment

Students develop an awareness of their interdependence with the environment in order that they understand and accept their responsibilities towards our broader surroundings.

✚ Health and social education

Students develop an awareness of their physical, social and emotional health and intelligence, and reflect on how to make decisions that will lead to complete and healthy lives for themselves and those around them.

In practice, teachers plan their units of study with specific subject content in mind--they determine which area of interaction lends itself to exploration of that content (that is, which area of interaction will spark the guiding questions that will trigger a deep exploration and understanding of the content) and identify concrete learning skills and strategies that must be developed in order for the students to succeed in demonstrating their understanding of that content. (For examples of current MYP units of study, please visit the curriculum section on our school website.)

A Typical Timetable in the Middle Years

In the secondary school, the school week is divided into forty academic periods, (each period being forty minutes long,) five minutes passing-time between lessons, a twenty-minute morning break and a forty-five minute lunch. Academic lessons can be single or double periods.

Form period and registration take place from 8.10am to 8.20am. Period one starts immediately after this. First break starts at 10.30am and lasts 20 minutes and lunch break starts at 12.10pm. The school day finishes at 3.00pm; a number of enrichment activities are offered on campus after 3.00pm.

Below is a sample timetable for MYP one:

MYP One	Monday	Tuesday	Wednesday	Thursday	Friday
Period one 8:20-9:00	Technology	Assembly	Church	Form Block	Swimming
Period two 9:05-9:45	PE	Mathematics	PE	Humanities	Swimming
Period three 9:50-10:30	Language A	Humanities	Language A	Language A	Language B (Spanish)
Break 10:30-10:50					
Period four 10:50-11:30	Humanities	Language A	Tech	Music	Mathematics
Period five 11:30-12:10					
Lunch					

and Clubs 12:10-12:55					
Period six 12:55-1:35	Art	Form Block	Science	Language B (Spanish)	Science
Period seven 1:35-2:15		Language B (Spanish)		Mathematics	
Period eight 2:20-3:00	Mathematics	Study Hall	Language B (Spanish)	Study Hall	Hymn practice

Swimming

In the first two years of the MYP all students have a swimming period per week at the Aquatic Centre, in addition to regular PE lessons on campus.

Enrichment

The enrichment programme at the school offers a wide range of activities during lunchtime clubs (half an hour, twice a week, Monday through Friday) as well as after school (3.00pm to 4.00pm, Monday through Thursday.) Some of the activities are: basketball, website design, yearbook, surfing, Scrabble, fencing, tag rugby, table tennis, art club, choir, environmental club, karate, tennis and French club.

A full list of activities, and attendant costs, is emailed to all parents by the heads of school one week prior to the commencement of the enrichment programme. We trust that these activities, which are usually scheduled either at lunchtime or between 3.00pm and 4.00pm, will help to enhance your child's education.

All teachers at Codrington offer an enrichment activity free of charge. Other activities are also offered without cost. However, where the school, in utilizing outside professional expertise, incurs a charge, this is passed on to the parents/guardians. The school makes no profit from this. It pays the expert involved and then bills the parent/guardian accordingly.

In the secondary school, some students participate in enrichment activities as coaches or assistants, fulfilling the requirements for their community service projects as well as contributing to the enrichment programme.

Languages

All students in the Middle Years Programme must study at least two modern languages. At Codrington, Language A refers to the main language of instruction - at the present time, and given the school's size, Language A at Codrington is English.

Language B at Codrington refers to a second language, taught from its introduction working through language studies towards literature studies. Starting in the PYP, Spanish is the only language B offered through MYP two. In MYP three, however, students can opt to switch to French as their language B. By MYP three, it is expected that the students will continue studying their chosen language until MYP five.

Option choices in MYP four and MYP five

When students reach MYP four they are offered a choice in certain areas of study. This year they have been able to choose between art and music, and between design and extended sciences.

Community Service in MYP three, MYP four and MYP five

In order to encourage students to take action within their community (in line with the IB mission and vision, as well as in connection to the areas of interaction) MYP students are expected to participate in a community service project. Supervised by a staff member, students plan to contribute a minimum of 50 hours of community service each school year starting in MYP three and they follow a process to determine the project, find an advisor, submit a proposal, record their work and continuously reflect on the process in a journal. At the end of each school year, students prepare a presentation to share their experiences and some of the lessons learned in their projects.

Personal Project in MYP five

All students in MYP five must complete an in-depth personal research project on an area of individual interest. Guided by their advisor/form teacher and supported by various staff members, students plan and carry out this research project, preparing to share their findings with the school community: this is an important culmination to the Middle Years Programme and constitutes an important “rite of passage” in the secondary school. Topics vary greatly and can be connected to any of the subject areas.

Assessment and Reporting

The linking of assessment practice with curriculum delivery has been shown to be a powerful force in improving student learning. Assessment is therefore an integral and continuous part of the learning process. It should be uppermost in the teacher’s mind when designing a unit of study. At The Codrington School, the faculty has written essential agreements on assessment, outlining our commitment to maintaining research-based best practices with regards to assessing students. This includes our commitment to offering “multiple entry points” into student understanding, tapping on their strengths and designing curriculum where knowledge is scaffolded to build on prior knowledge; offering students creative ways to demonstrate understanding and ability; varying assignments to include individual, pair and group work; giving students assignments where they have options with regards to the format (e.g. a skit, PowerPoint presentation, song or comic strip); and working collaboratively to develop authentic assessments where students can apply knowledge gained and skills developed in various subject areas.

Teachers are also committed to striking a balance between formative and summative assessment methods.

Formative assessment is that assessment which guides the student. It takes place during the learning process. It is meant to enable the student to reflect on what he/she should know or be able to do and how best to arrive at that knowledge or those skills. Summative assessment is that assessment which takes place at the end of a unit of learning and provides an opportunity for the student to show the full extent of their learning experience, combining knowledge and skills to produce a meaningful piece of work.

In all subjects students are assessed against suitable criteria. The criteria vary from subject to subject. Teachers are expected to gather information on each student’s progress and understanding using a variety of methods appropriate to their subject and from a variety of contexts. As part of our formative assessment procedures, the students are guided by rubrics which allow them to understand more easily the criteria against which their achievement is to be measured.

The school formally reports on student achievement at four times during the school year. There are two written reports: one submitted to parents after half of the school year has been completed, and the second at the end of the school year. There are two formal conference sessions, one close to the first

half term of the school year, and another at the beginning of the third term. In addition, teachers keep parents abreast of student progress through the student planners, by sending completed work home for parents to sign, through emails, phone calls, letters, concern/commendations and informal conversations.

In addition to the feedback sent home with the completed work or via the rubrics, at regular intervals during the year students receive, for each subject, a number of level grades for each criterion in that subject as well as an overall level grade between one and seven for that subject. The overall grade descriptors are taken from IB documentation on the Middle Years Programme.

The seven grade descriptors, which are common to all subjects, are listed below.

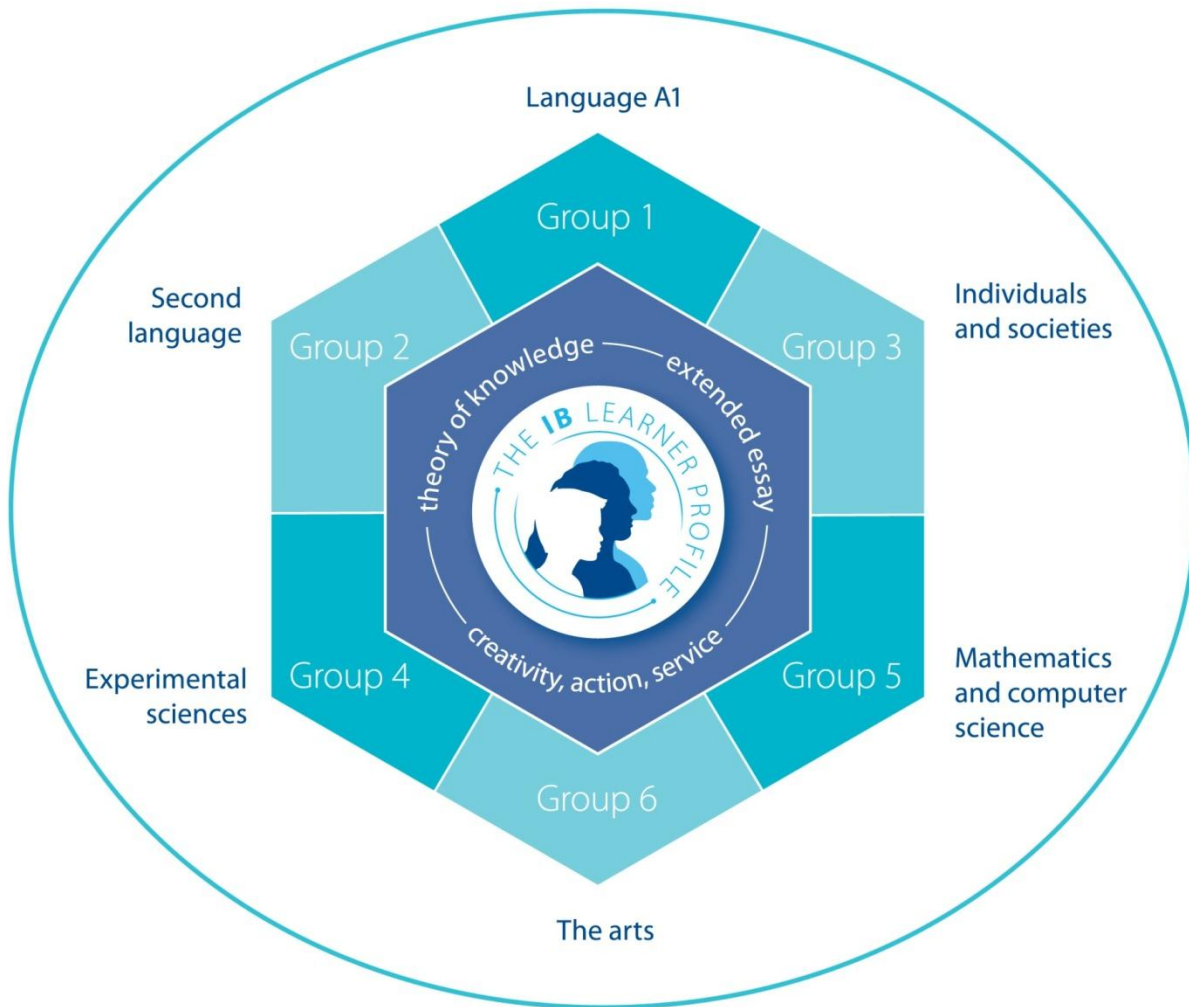
Grade	Descriptor
Grade one	Minimal achievement in terms of the objectives.
Grade two	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support .
Grade three	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support .
Grade four	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
Grade five	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
Grade six	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight.
Grade seven	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality .

Please see *Appendix D* for more information on assessment.

IMPLEMENTATION OF THE DIPLOMA PROGRAMME

The school sought authorization from the IB to begin teaching the Diploma Programme [DP] in September 2010. An IB-appointed authorization team visited Codrington in November 2009 and submitted a report to the IB, whose decision to grant authorization was granted in February 2010.

During the application process, the secondary school faculty designed the entire curriculum to be taught during the last two years of secondary education, DP one and DP two, following the guidelines set by the International Baccalaureate. The curriculum model for the DP is shown below.



Students are generally expected to take one subject in each of the areas above (called “groups” in the DP). For more specific information on the DP expectations, please visit the IB website at www.ibo.org.

THE SCHOOL'S POSITION ON HIGH STAKES TESTING

In both North America and Barbados, the authorities have what is called “high stakes testing”. This means that important educational information is extrapolated from the sitting of a single test. In Barbados, one such test is the Barbados Secondary Schools’ Entrance Examination (commonly called “common entrance” or “eleven plus [11+]” examination). This seeks to determine a child’s abilities and also helps to determine the secondary school to which he/she might go. The pressure is, of course, not so intense at Codrington, as all PYP eight students are guaranteed a place in our secondary school.

Codrington does not teach to the 11+ examination and neither does it teach to the CXC examinations. In other words, it does not modify its pedagogy to move from an inquiry-based education to preparing children for a high stakes test. However, the school does, of course, make it possible for any parents/guardians who wish to do so to enter their children for the 11+ examinations or the CXC examinations in due course.

We do need to be clear that the Barbadian authorities expect all Barbadian students to sit the Barbados Secondary Schools’ Entrance Examination. However, our understanding is that this is not a legal requirement. The Education Act and regulations stipulate that “the qualifying examination for admission in **public** [our emphasis] secondary schools shall be the Secondary Schools Entrance Examination”.

Indubitably, this examination is an important element in admission for children to public secondary schools in Barbados and we do need to be clear that no one whose child does not sit the examination and get the transcript should, if the child were to be withdrawn from The Codrington School for any reason, expect to secure a place at a public secondary school. For foreign parents/guardians that may not be a concern but Barbadian parents need to bear it in mind if they have any reason to suspect that their child will want a place in a Barbadian public secondary school at any stage.

HOMEWORK POLICY

Homework is viewed as an important part of the learning process and as such is considered an integral part of the academic programme.

Primary School

The purpose of prep and homework in the primary school includes:

- ✚ the practising and refining of skills in the move towards mastery;
- ✚ revision and review;
- ✚ the preparation of students for a future school meeting;
- ✚ the application in new situations of concepts, skills and knowledge already learned;
- ✚ the pursuit of long-term assignments or projects;
- ✚ the making up of assignments missed on account of absence.

The school believes that homework helps older primary school children develop responsibility, independence and strong study skills and work habits, as well as organizational and time management skills.

The school also believes that students at The Codrington School, who lead busy, intensive lives, also need time to relax and play.

In the PYP one and two years, homework is not usually assigned. However, from PYP three onwards, students begin to share their school activities at home in simple assignments, reflecting the belief that homework is an important part of a student's education, enabling learning to be carried over into the student's lives outside the regular school setting. By the time that the children reach PYP seven, reasonable amounts of homework have become a regular part of the students' lives. No children in the primary school should expect to spend more than 40 minutes a day on homework.

Secondary School

In the secondary school, all year groups have at least one form block/study hall period within their weekly schedule, and usually two. Nevertheless, the increasing academic demands of the middle years dictate that it would be unreasonable for any secondary school student to finish all homework assignments during these "prep" periods.

To facilitate time management, faculty members have agreed to a homework schedule, whereby each subject area will assign homework on agreed specific days of the week. At the beginning of each year, students receive a copy of this homework schedule, particular to their form group, which clearly indicates the days when teachers will assign homework in each of the subject areas. Normally, these homework assignments should not exceed two hours per day.

Each student is issued with a homework diary or student planner. This diary is the place where students should keep a record of homework, important dates and activities, as well as other reminders. Prior to leaving the school each day, students should ensure that they understand homework assignments and note down clear details in the homework diary. If parents/guardians feel that this is not happening on a regular basis, please communicate these difficulties to the form teacher. The planners provides a place for parents/guardians, students and teachers to communicate openly between home and school. Form teachers conduct regular planner checks to ensure that parents are signing the planner and that messages are reaching their addressee: you can verify this by looking for the teacher's initials/signature. Students are encouraged to use their homework diary efficiently each day and parents/guardians should look over it regularly and sign it to acknowledge receipt.

Homework is intended to be an opportunity for the students to practise, expand and reflect on what they have learned in class, to research for projects and assignments or to review and catch up on required skills and concepts. It is a necessary feature of middle school study to prepare students for more independent learning right through to college and university level and it is hoped that it will prove a useful and creative activity.

If there are any problems regarding homework demands, please contact the relevant subject teacher, the form teacher or the head of the secondary school.

EDUCATIONAL FIELD TRIPS

All classes throughout the school take regular educational trips during the school year to support the programme. The length of the trip depends on what is being studied and the age of the students concerned.

These trips are an integral part of the school's curriculum. It is important that all students participate in them to enhance the educational experiences provided at school. First Aid kits are present during all field trips and a clearly defined field trip procedure is followed to ensure safety and efficiency.

Parents and guardians are notified of any trips in advance. The letter provides information on the purpose of the trip, the time and day of the trip and travel arrangements. All curriculum related trips are provided free of charge unless an admission fee is charged when the cost will be borne by the parents/guardians.

The school gathers information from new parents concerning parental permission for school related field trips. It is imperative that these forms are completed and returned to the director of admissions as soon as possible. This slip must be returned by the date specified on the slip.

APPENDIX A: PYP PROGRAMME OF INQUIRY

PYP ONE AND TWO				
Time Frame	Knowledge	Concepts	Transdisciplinary Skills	
Sept. – Dec. 2008	Who We Are People get information through their five senses <ul style="list-style-type: none"> • the five senses and their uses • safety and taking care of the sense organs • disabilities associated with the five senses • respect for disabled 	<div style="border: 1px solid #000; border-radius: 10px; padding: 5px; background-color: #fff9c4;"> Change, Function, Responsibility </div>	Social skills > Self-management skills >	Respecting others Cooperating Safety Gross motor skills
Jan. – Feb. 2009	How the World Works Our world is made up of shapes. <ul style="list-style-type: none"> • Basic geometric shapes • 2-D and 3-D solids • Patterns with shapes 	<div style="border: 1px solid #000; border-radius: 10px; padding: 5px; background-color: #fff9c4;"> Causation, Form, Function </div>	Research skills> Self-management skills>	Observing Recording data Spatial awareness Fine motor skills
Feb. – Mar. 2009	Sharing the Planet Arthropods are living things and can be harmful or helpful. <ul style="list-style-type: none"> • The characteristics of living things • The basic needs of living things • Characteristics of insects, arachnids, crustaceans, annelids • Harmful and helpful arthropods 	<div style="border: 1px solid #000; border-radius: 10px; padding: 5px; background-color: #fff9c4;"> Change, Connection, Responsibility </div>	Research skills> Thinking skills>	Formulating questions Collecting data Analyzing Synthesizing
Apr. – Jul. 2009	How We Express Ourselves Stories give us pleasure and help our imaginations grow. <ul style="list-style-type: none"> • Elements of a story • Storytelling • Creating stories that express emotions and experiences Fiction/non-fiction	<div style="border: 1px solid #000; border-radius: 10px; padding: 5px; background-color: #fff9c4;"> Connection, Perspective, Reflection </div>	Communication skills> Social skills> Thinking skills>	Writing Non-verbal communication Group decision-making Acquisition of knowledge

The Codrington School is an IB World School and a member of
The Council of International Schools and the European Council of International Schools



PYP THREE

PYP THREE					
Time frame	Knowledge		Concepts	Transdisciplinary Skills	
Sept. –Oct. 2008	Who We Are	We all take part in the dynamics of groups at home, school and the community. <ul style="list-style-type: none"> Why we need groups How group work changes events Our responsibility as group members How group work is connected to everyday life How group work can make an impact in school and in the community 	<div style="border: 1px solid blue; border-radius: 10px; background-color: #fff9c4; padding: 5px; display: inline-block;"> Form, Function, Responsibility </div>	Self-management skills > Social skills > Communication skills >	Codes of Behaviour Group-decision making Resolving conflict Listening
Nov. –Dec. 2008	How We Organize Ourselves	Mathematical concepts help us make sense of the world. <ul style="list-style-type: none"> Patterns Series Numbers Sets 	<div style="border: 1px solid blue; border-radius: 10px; background-color: #fff9c4; padding: 5px; display: inline-block;"> Causation, Perspective, Change </div>	Research skills > Social skills > Communication skills >	Organizing data Recording data Accepting responsibility Writing
Jan. – Feb. 2009	Where We Are In Place and Time	Geography and resources determine the type of transportation systems available <ul style="list-style-type: none"> What affects people’s transport choices (geographical and socioeconomic) Impact of geographical features on transportation systems Maps, location, drawing/placing, Cardinal points 	<div style="border: 1px solid blue; border-radius: 10px; background-color: #fff9c4; padding: 5px; display: inline-block;"> Connection, Reflection, Function </div>	Communication skills > Social skills > Thinking skills >	Presenting Respecting others Evaluation
Feb. – Mar. 2009	How the World Works	All matter has properties that can be observed and measured. <ul style="list-style-type: none"> Describe and compare objects according to their attributes (type, texture, shape, colour, size, etc.) Experiment with and observe that materials can change their physical properties by mixing, cutting, heating/freezing Use standard units of measurement to determine quantities Recognize that many things are made of smaller pieces 	<div style="border: 1px solid blue; border-radius: 10px; background-color: #fff9c4; padding: 5px; display: inline-block;"> Change, Form, Perspective </div>	Research skills > Social skills >	Collecting data Observation Cooperation
Apr. – May 2009	Sharing the Planet	Habitats are homes for many living organisms. <ul style="list-style-type: none"> What is a habitat How our changing world affects habitats The connection between habitat and living things The differences between habitat Our responsibility for protecting various habitat 	<div style="border: 1px solid blue; border-radius: 10px; background-color: #fff9c4; padding: 5px; display: inline-block;"> Responsibility, Causation, Change </div>	Thinking skills > Communication skills > Self-management skills >	Acquisition of knowledge Viewing Time management Fine motor
Jun. – Jul. 2009	How We Express Ourselves	People express a range of emotions through the media of the arts. <ul style="list-style-type: none"> Values and how they are expressed in dance, drama and art Sign language and mime Artist’s intention 	<div style="border: 1px solid blue; border-radius: 10px; background-color: #fff9c4; padding: 5px; display: inline-block;"> Causation, Reflection, Perspective </div>	Thinking skills > Communication skills > Self-management skills > Research skills >	Analysis Non-verbal communication Fine motor Observing

PYP FOUR

PYP FOUR					
Time frame	Knowledge	Concepts	Transdisciplinary Skills		
Sept. –Oct. 2008	How We Organize Ourselves	Different cultures organize their daily lives in different ways. <ul style="list-style-type: none"> Foods and food preparation in different cultures Daily rituals and routines Local and international religions and their effects on our lives 	Function, Connection, Perspective	Social skills > Communication skills > Research skills >	Respecting others Listening Writing Formulating questions
Nov. –Dec. 2008	How the World Works	Climate and weather affect aspects of life on earth. <ul style="list-style-type: none"> Difference between climate and weather Natural phenomena associated with weather The effects of weather at local and global levels 	Form, Causation, Change	Thinking skills > Social skills > Research skills > Communication skills >	Application Group decision making Interpreting data Reading
Jan. – Feb. 2009	Where We Are In Place and Time	History has been defined by the actions of individuals. <ul style="list-style-type: none"> What is history National Heroes of Barbados & their contributions How Barbados history connects/compares to history of students' country of origin 	Connection, Change, Responsibility	Thinking skills > Social skills > Communication skills >	Acquisition of knowledge Cooperating Adopting a variety of group roles Listening
Feb. – Mar. 2009	Who We Are	Issues of health safety affect our daily lives. <ul style="list-style-type: none"> The importance of exercise for a healthy lifestyle Healthy vs. unhealthy foods Safety at home, school and in the wider community Recognizing and avoiding unsafe behaviour/safety hazards 	Function, Responsibility, Reflection	Thinking skills > Social skills > Self-management skills >	Comprehension Accepting responsibility Informed choices
Apr. – May 2009	How We Express Ourselves	People express a range of emotions through the media of the arts. <ul style="list-style-type: none"> Values and how they are expressed in dance, drama and art Sign language and mime Artist's intention 	Causation, Reflection, Perspective	Thinking skills > Communication skills > Self-management skills > Research skills >	Analysis Non-verbal communication Fine motor Observing
Jun. – Jul. 2009	Sharing the Planet	Species face extinction as the world changes. <ul style="list-style-type: none"> Chronology of dinosaurs (periods and species) Species of dinosaurs Causes for extinction Geological Timeline 	Change, Causation, Responsibility	Thinking skills > Self-management skills > Research skills > Communication skills >	Comprehension Fine motor skills Collecting data Presenting

PYP FIVE

PYP FIVE					
Time Frame	Knowledge		Concepts	Transdisciplinary Skills	
Sept. – Oct. 2008	Who We Are	Our personal strengths impact on the roles we play in society. <ul style="list-style-type: none"> The connections between our individual strengths and our vocation Professions and professional characteristics Emergency services The social structure within the school and greater community Influencing/ inspiring our community 	Function, Perspective, Responsibility	Thinking skills > Research skills > Communication skills > Self-management skills >	Evaluation Formulating questions Listening Informed choices
Nov. – Dec. 2008	How We Express Ourselves	Language is a powerful tool that we can manage to overcome barriers with other people. <ul style="list-style-type: none"> The importance of being (at least) bilingual The importance of English, French and Spanish in the Caribbean The variety of mother tongues within student body 	Perspective, Reflection, Causation	Social skills > Communication skills >	Respecting others Non-verbal Speaking
Jan. – Feb. 2009	Where We Are In Place and Time	Civilizations have contributed to the ways we think about our world. <ul style="list-style-type: none"> The Aztec civilization in comparison to another How civilizations have built on previous understanding Ancient customs still practiced in the 21st Century Common problems faced by various societies 	Form, Connection, Reflection	Thinking skills > Communication skills >	Comprehension Reading Writing Presenting
Feb. – Mar. 2009	Sharing the Planet	Plants are fundamental to all life on Earth <ul style="list-style-type: none"> Main parts of plants and their functions Life cycle of plant Interdependence of plants and animals (food, shelter, oxygen, medicine) 	Change, Function, Connection	Thinking skills > Research skills >	Acquisition of knowledge Observing Planning Collecting data
Apr. – May 2009	How the World Works	Physical forces run machines <ul style="list-style-type: none"> The first and most practical machines – lever, pulley, screw, wedge, inclined plane, and wheel & axle Simple vs. complex machines How modern machines save time and energy The use of forces in everyday life 	Form, Function, Causation	Thinking skills > Social skills > Research skills >	Comprehension Cooperation Recording data Organizing data
Jun. – Jul. 2009	How We Organize Ourselves	The international community responds to human crisis in a variety of ways <ul style="list-style-type: none"> What constitutes a crisis Natural disasters: Earthquakes, Hurricanes, Volcanoes and Tsunamis Plate tectonics The Red Cross and the UN Fund-raising, rescue and aid 	Responsibility, Change, Connection	Thinking skills > Self-management skills >	Application Organization Time management Safety

PYP 6

PYP 6					
Time Frame	Knowledge		Concepts	Transdisciplinary Skills	
Sept. – Oct. 2008	Who We Are	The human body is a complex, integrated system. <ul style="list-style-type: none"> Body systems and organs How to care for organs/systems Problem of obesity 	Form, Responsibility, Connection	Self-management skills > Social skills > Thinking skills > Communication skills >	Safety Healthy lifestyles Accepting responsibility Synthesis Writing
Nov. – Dec. 2008	How We Express Ourselves	Language is a powerful tool that we can manage to overcome barriers with other people. <ul style="list-style-type: none"> The importance of being (at least) bilingual The importance of English, French and Spanish in the Caribbean The variety of mother tongues within student body 	Function, Change, Connection, Responsibility	Research skills > Social skills > Communication skills >	Formulating questions Respecting others Listening Speaking
Jan. – Feb. 2009	Where We Are In Place and Time	Exploration has happened in various forms and has an impact on humanity and the world. <ul style="list-style-type: none"> Types of exploration Cultural exchange/influence Map reading skills Famous explorers 	Change, Connection, Reflection	Research skills > Thinking skills > Communication skills >	Collecting data Recording data Application Reading
Feb. – Mar. 2009	How the World Works	Our home planet is unique in the Solar System. <ul style="list-style-type: none"> Sun & 8-9 planets Celestial objects The Big Bang theory and the evolution of the universe Space exploration 	Form, Causation, Change	Research skills > Thinking skills >	Organization Planning Comprehension Analysis
Apr. – May 2009	Sharing the Planet	Planet Earth has a finite amount of natural resources. <ul style="list-style-type: none"> Natural, renewable/non-renewable resources Water/land/air pollution and conservation Reduce/reuse/recycle 	Form, Responsibility Reflection	Thinking skills > Research skills > Social skills > Self-management skills >	Acquisition of knowledge Observing Cooperating Informed choices
Jun. – Jul. 2009	How We Organize Ourselves	The food we consume goes through a number of processes before it reaches our table. <ul style="list-style-type: none"> Barbados' agricultural products Raw products vs. manufactured goods By-products of foods (eg. cheese from milk, etc.) Manufacturing process for 1-3 Barbadian products (sugar, rice, etc.) Gardening skills 	Causation, Change, Connection	Self-management skills > Social skills > Thinking skills > Research skills >	Time management Group decision making Evaluation Interpreting data

PYP 7

PYP 7					
Time Frame	Knowledge		Concepts	Transdisciplinary Skills	
Sept. –Oct. 2008	Who We Are	Our identity is affected by our physical and emotional characteristics, which change over time. <ul style="list-style-type: none"> The meaning of maturing The nutritional needs of pre-adolescents Striking a balance between the physical and social needs The impact of change to self/identity 	Function, Change, Causation	Research skills > Self Management Skills > Social skills >	Formulating questions Observing Healthy lifestyle Informed choices Respecting others Cooperating, Accepting responsibility
Nov. –Dec. 2008	Where We Are In Place and Time	Trade involves the movement of goods, service and people. <ul style="list-style-type: none"> Migration and its effects Transportation and its relation to trade Tourism and the Caribbean Goods and Services CSME 	Causation, Connection, Perspective	Research skills > Communication Skills > Thinking skills >	Collecting data Organizing data Reading, Writing, Speaking Acquisition of knowledge Analysis
Jan. – Feb. 2009	How We Express Ourselves	Writing is a communication tool that has evolved in different cultures. <ul style="list-style-type: none"> The history of writing The (creative) writing process Elements of good writing Components of a book Literary terms/devices 	Form, Function, Perspective	Communication Skills > Research skills > Thinking skills >	Writing, Listening, Speaking Collecting data Organizing data Dialectical thought
Feb. – Mar. 2009	How the World Works	Matter exists in three states. <ul style="list-style-type: none"> States of Matter The Particle Theory Water Cycle 	Change, Causation	Research skills > Thinking skills > Social skills >	Observing, Acquisition of knowledge Group decision making
Apr. – May 2009	How We Organize Ourselves	Countries create government structures to organize the people. <ul style="list-style-type: none"> Forms of government Gov in Barbados Law making Compare to Commonwealth of nations 	Perspective, Reflection, Form	Social skills > Thinking skills > Research skills >	Adopting a variety of group roles Acquisition of knowledge Formulating questions Collecting data
Jun. – Jul. 2009	Sharing the Planet	Human activity impacts our ecosystem. <ul style="list-style-type: none"> Ecological footprints The 6th extinction Our responsibility towards the environment. Waste generation and management 	Responsibility Reflection, Connection	Self management skills > Thinking skills > Research skills >	Informed choices Spatial awareness Synthesis Dialectical thought Planning Observing

PYP 8

Time Frame	Knowledge	Concepts	Skills
Sept. –Oct. 2008	Sharing the Planet Oceans are one body of water with diverse habitats. <ul style="list-style-type: none"> • Biodiversity/ endangered species • Geography of oceans • Coral reefs • Global warming 	Responsibility Reflection, Connection	Research skills> Self-management skills> Communications skills> Presenting research findings Organization Viewing
Nov. –Dec. 2008	How the World Works Energy cannot be created or destroyed; it can only be converted from one form to another. <ul style="list-style-type: none"> • Importance of Sun as main source of energy • Alternative sources of energy • Energy conservation 	Form, Causation, Change	Research skills> Recording data Interpreting data Observing
Jan. – Feb. 2009	How We Organize Ourselves Advertising affects our perceptions of each other and our communities. <ul style="list-style-type: none"> • Influence of media and the power of advertising. • Self-image and advertising • The advertising industry: structure/organization, objectives • How to be an educated consume 	Connection, Perspective, Reflection	Social skills> Thinking skills> Group decision making Comprehension Analysis Evaluation
Feb. – Mar. 2009	Who We Are The choices we make every day influence who we become. <ul style="list-style-type: none"> • “Identity” as a “weaving” • Interdependence vs. Independence • Risky behaviour and its consequences. • Strategies for responding to negative pressure. • Conflict resolution 	Reflection, Perspective, Responsibility	Social skills> Self-management skills> Thinking skills> Resolving conflicts Respecting others Informed choices Dialectical thought
Apr. – May 2009	How We Express Ourselves <p style="text-align: center;">PYP EXHIBITION</p>		
Jun. – Jul. 2009	Where We Are In Place and Time Countries impact each other in positive and negative ways. <ul style="list-style-type: none"> • “Globalization” • What determines whether a country is developed/developing • International indicators • The responsibility of developed nations towards developing nations 	Causation, Connection, Change	Research skills> Self-management> Communication> Recording data Organizing data Interpreting data Informed choices Speaking Presenting

APPENDIX B: PYP CURRICULUM CONCEPTS

Form

Key question: What is it like?
Definition: The understanding that everything has a form with recognizable features that can be observed, identified, described and categorized.
Examples of related concepts: Properties, structure, similarities, differences, pattern

Function

Key question: How does it work?
Definition: The understanding that everything has a purpose, a role or a way of behaving that can be investigated.
Examples of related concepts: Behaviour, communication, pattern, role, systems

Causation

Key question: Why is it like it is?
Definition: The understanding that things do not just happen, that there are causal relationships at work, and that actions have consequences.
Examples of related concepts: Consequences, sequences, pattern, impact

Change

Key question: How is it changing?
Definition: The understanding that change is the process of movement from one state to another. It is universal and inevitable.
Examples of related concepts: Adaptation, growth, cycles, sequences, transformation

Connection

Key question: How is it connected to other things?
Definition: The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.
Examples of related concepts: Systems, relationships, networks, homeostasis, interdependence

Perspective

Key question: What are the points of view?
Definition: The understanding that knowledge is moderated by perspectives; different perspectives lead to different interpretations, understandings and findings; perspectives may be individual, group, cultural or disciplinary.

Examples of related concepts: Subjectivity, truth, beliefs, opinion, prejudice

Responsibility

Key question: What is our responsibility?
Definition: The understanding that people make choices based on their understandings, and the actions they take as a result do make a difference.

Examples of related concepts: Rights, citizenship, values, justice, initiative

Reflection

Key question: How do we know?
Definition: The understanding that there are different ways of knowing and that it is important to reflect on our conclusions, to consider our methods of reasoning, and the quality and the reliability of the evidence we have considered.

Examples of related concepts: Review, interpretation, evidence, responsibility, behaviour

APPENDIX C: TRANSDISCIPLINARY SKILLS

Thinking skills

Acquisition of knowledge	gaining specific facts, ideas, vocabulary; remembering in a similar form
Comprehension	grasping meaning from material learned; communicating and interpreting learning
Application	making use of previously acquired knowledge in practical or new ways
Analysis	taking knowledge or ideas apart; separating into component parts; seeing relationships; finding unique characteristics
Synthesis	combining parts to create wholes; creating, designing, developing and innovating
Evaluation	making judgments or decisions based on chosen criteria; standards and conditions
Dialectical thought	thinking about two or more different points of view at the same time; understanding those points of view; being able to construct an argument for each point of view based on knowledge of the other(s); realizing that other people can also take one's own point of view
Metacognition	analysing one's own and others' thought processes; thinking about how one thinks and how one learns

Social skills

Accepting responsibility	taking on and completing tasks in an appropriate manner; being willing to assume a share of the responsibility
Respecting others	listening sensitively to others; making decisions based on fairness and equality; recognizing that others' beliefs, viewpoints, religions and ideas may differ from one's own; stating one's opinion without hurting others
Cooperating	working cooperatively in a group; being courteous to others; sharing materials; taking turns
Resolving conflict	listening carefully to others; compromising; reacting reasonably to the situation; accepting responsibility appropriately; being fair

Group decision making	listening to others; discussing ideas; asking questions; working towards and obtaining consensus
<u>Communication skills</u>	
Listening	listening to directions; listening to others; listening to information
Speaking	speaking clearly; giving oral reports to small and large groups; expressing ideas clearly and logically; stating opinions
Reading	reading a variety of sources for information and pleasure; comprehending what has been read; making inferences and drawing conclusions
Writing	recording information and observations; taking notes and paraphrasing; writing summaries; writing reports; keeping a journal or record
Viewing	interpreting and analysing visuals and multimedia; understanding the ways in which images and language interact to convey ideas, values and beliefs; making informed choices about personal viewing experiences
Presenting	constructing visuals and multimedia for a range of purposes and audiences; communicating information and ideas through a variety of visual media; using appropriate technology for effective presentation and representation
Non-verbal Communication	recognizing the meaning of visual and kinesthetic communication; recognizing and creating signs; interpreting and utilizing symbols
<u>Self-management skills</u>	
Gross motor skills	exhibiting skills in which groups of large muscles are used and the factor of strength is primary
Fine motor skills	exhibiting skills in which precision in delicate muscle systems is required
Spatial awareness	displaying sensitivity to the position of objects in relation to oneself or each other
Organization	planning and carrying out activities effectively
Time management	using time effectively and appropriately
Safety	engaging in personal behaviour that avoids placing oneself or others in danger or at risk

Healthy lifestyle making informed choices to achieve a balance in nutrition, rest, relaxation and exercise; practising appropriate hygiene and self-care

Codes of behaviour knowing and applying appropriate rules or operating procedures of groups of people

Informed choices selecting an appropriate course of action or behaviour based on fact or opinion

Research skills

Formulating questions identifying something one wants or needs to know and asking compelling and relevant questions that can be researched

Observing using all the senses to notice relevant details

Planning developing a course of action; writing an outline; devising ways of finding out necessary information

Collecting data gathering information from a variety of first- and second-hand sources such as maps, surveys, direct observation, books, films, people, museums and ICT

Recording data describing and recording observations by drawing, note taking, making charts, tallying, writing statements

Organizing data sorting and categorizing information; arranging into understandable forms such as narrative descriptions, tables, timelines, graphs and diagrams

Interpreting data drawing conclusions from relationships and patterns that emerge from organized data

Presenting research findings effectively communicating what has been learned; choosing appropriate media

APPENDIX D: MORE ON ASSESSMENT

An Overview of Assessment

Assessment at The Codrington School is defined as the process of collecting, analyzing and reporting data. It is the gathering and analysis of information about student performance and programme effectiveness.

Assessment is integral and crucial to the curriculum and to all teaching and learning. It is the means by which we analyze student learning and the effectiveness of our teaching. Assessment acts as a foundation on which to base our future planning and practice. It is central to our goal of guiding the child, from novice to expert, through the learning process.

Standardized Testing and Traditional Tests

Traditionally paper and pencil tests were used as the main way of assessing and evaluating children. However, according to Kohn, “...research shows that schools using traditional grading produce kids for whom three things are true: (1) they think less critically; (2) they prefer easier tasks if given the choice and will go out of their way to avoid challenge; and (3) they’re less interested in learning.” Research has also proved that standardized testing alone cannot be counted on to give a valid assessment of each student (Blount, Barr, and Archibald and Newmann) even though they continue to have a significant impact on educational policy making. Barr (2000) further stresses that standardized tests perpetuate a narrow and prejudicial view of what it is important to know and serves only to sort and rank students not to help them.

The IB neither administers nor encourages the use of standardized tests. At The Codrington School we are currently investigating whether we should use certain standardized test instruments which show the students in advance, by means of a rubric, “what good looks like”. However, the school will not teach to any tests or examinations prior to the final two years of schooling, when children will be prepared for the IB Diploma examinations.

Utilizing a Range of Assessment Strategies

As we are concerned with assessing a wide range of learning outcomes and expectations, it is obvious that we need a range of assessment strategies and this is consistent with current thinking on assessment. Assessments should be both formative and summative and viewed as authentic, essential, rich, engaging and feasible, allowing the student to become part of the evaluative process. *Formative assessment* is interwoven within the daily learning and helps teachers and students find out what they already know in order to plan the next stage of learning. Formative assessment and teaching are directly linked; neither can function effectively or purposefully without the other. *Summative assessment* takes place at the end of the teaching and learning process and gives students the opportunity to demonstrate what has been learned.

When both teachers and students are actively engaged in assessing student progress it helps develop their wider critical thinking and self-evaluation skills. It also provides teachers with evidence on which to evaluate the efficacy of the school curriculum.

Authentic assessment can be defined as “a valid assessment system that provides information about the particular tasks on which students succeed or need reinforcement, but more important, it also presents tasks that are worthwhile, significant and meaningful” (Archibald and Newmann). Authentic assessments include a variety of procedures from observations, journals, oral explanations, rubrics and portfolios.

According to Grant Wiggins first class assessment is a daily and local affair. There are three steps to assessment tasks: (a) define outcomes (knowledge, skills, and attitudes); (b) design the task (what will I hear and see the student doing that will convince me that they know/can perform with knowledge); (c) set up criteria for success and present to students prior to task.

Therefore, effective assessment practices:

- ✚ Are planned for and built into the programme
- ✚ Have criteria that are known and understood in advance
- ✚ Allow students to demonstrate their range of understanding, knowledge and skills
- ✚ Focus on big ideas and trans-disciplinary skills
- ✚ Are based on real life experiences and can lead to other questions
- ✚ Allow students to express different points of view and interpretations
- ✚ Are continuous and cumulative
- ✚ Are able to promote self and peer evaluation
- ✚ Are able to produce evidence that can be reported and understood by students, parents, teachers and administrators.

As an interesting note and a challenge to us all, the word “assess” comes from the Latin “*assidere*” which means, “to sit beside”.

Purposes of Assessment

The main purposes of assessment are to promote student learning, to provide information about student learning and to contribute to the efficacy of the programme. The following section outlines why we assess work at The Codrington School.

1. Student learning is promoted through:

- Assessing the student’s prior knowledge and experience brought to the topic or task
- Planning the teaching and learning in order to meet individual or group needs
- Building a profile of student understanding by providing evidence concerning the strengths and weaknesses of the individual student
- Engaging students in their reflection on their learning and in the assessment of their work and the work of others
- Providing positive motivation and reinforcement for students who strive to reach their personal best
- Providing future targets and realistic goals as well as amending teaching methods

2. Information about student learning is provided by:

- Examples of student work or performance
- Statistics based on explicit criteria (rubrics and checklists)
- Test results

- Formative and summative assessments to show us the process as well as the product. (Formative assessments contribute to the planning of further work for and by pupils. Summative assessments sum up attainment at a particular point and build up individual pupil records/portfolios)

3. Programme evaluation uses a variety of student assessments to:

- Assess student performance in relation to the general and specific learning outcomes of the programme
- Assess group performance in relation to other classes or groups both internally and externally
- Inform others, including students, colleagues and parents
- Assist us in comparing ourselves locally and internationally
- Provide evidence of teaching effectiveness and methodology in meeting the needs of the individual student
- Promote higher standards for the pupils and improve performance
- Support continuity and progression throughout the school

Assessment Tools

We employ a variety of tools to form the basis of a comprehensive approach to assessment and represent the school's commitment to provide a balanced view of each of its students. These assessment tools include:

Observations: All students are observed often and regularly, with the teacher taking a focus from a wide angle, for example, from focusing on the whole class to focusing on one student or activity, or, focusing observations as a non-participant to observing from within as a participant.

Rubrics: Rubrics are established sets of criteria used for scoring or rating student tests, portfolios or performances. The descriptors tell the student and the assessor (who may be another student or a parent, as well as the teacher) what characteristics or signs to look for in the work and then how to rate that work on a predetermined scale. Rubrics are presented at the beginning of the task to be assessed so that students know "what good looks like" and what is expected from the start. Students as well as teachers may develop rubrics. Research suggests that rubrics should use an even numbered scale rating. The rubrics currently in use at The Codrington School use a four-scale rating, where four is the highest rating. The only exception to this possible four-scale essential agreement is the Educational Records Bureau Writing Assessment Paper (WrAP), which uses a six-scale rubric. This rubric applies only to students in PYP six and above.

Students benefit from rubrics in the following ways. Rubrics provide students with:

- ✚ Clear performance targets
- ✚ Descriptions of elements of quality
- ✚ Knowledge of how their work will be evaluated
- ✚ A criteria for evaluating and improving work

Teachers benefit from rubrics, as they provide:

- ✚ Specific criteria for evaluating student performance and product
- ✚ A “tool” for increasing consistency
- ✚ Clear targets for instruction

Benchmarks/exemplars: These are samples of student work that serve as concrete standards against which other samples are judged. Benchmarks/exemplars are used in conjunction with rubrics and continuums.

Checklists: These are lists of information, data, attributes or elements that should be present. A marking scheme is a type of checklist.

Anecdotal Records: Anecdotal records are brief written notes based on student observations. These records are systematically compiled and organized to increase their objectivity and validity.

Continuums: These are visual representations of developmental stages of learning. They show a progression of achievement or identify where a student is in a process.

Portfolios: These are collections of student work that are designed to demonstrate successes, growth, higher order thinking skills, creativity, reflection and areas in need of review.

Other tools currently in use at The Codrington School include:

- ✚ Written tests
- ✚ Oral reports
- ✚ Reflective journal writing
- ✚ Graphic organizers
- ✚ Peer and self assessment

SECTION THREE: COMMUNICATION AND INVOLVEMENT

SCHOOL COMMUNICATION

The school communicates with parents and guardians in a variety of ways. These include:

- ✦ The student planner
- ✦ Letters from the teacher and/or the school's administration sent by email or in the students' folders (PYP classes only)
- ✦ Commendation and concern progress reports
- ✦ The weekly *TCS Focus*, which can be read online at <http://www.codrington.edu.bb>.
- ✦ Periodic - Unit newsletters and occasional newsletters informing parents of current events within the classrooms (PYP classes only)
- ✦ Parent-teacher conferences, student-led conferences, topic-specific meetings and the reporting system

Parents are welcome to contact the school at any time either in person, by telephone, by letter or by e-mail. We strive to create a strong home-school partnership with clear channels of communication and we value your commendations and suggestions concerning improvements we could make to our programme.

For reasons of efficiency, if you could address your initial query directly to the person most closely concerned, it would be most helpful.

To contact any teacher, please note that the e-mail address to use is as follows: forename.surname@codrington.edu.bb, e.g. kath.tregenna@codrington.edu.bb.

The heads of school are Ms Helen Morris [primary school] at helen.morris@codrington.edu.bb and Ms Eliana Marcenaro [secondary school] at eliana.marcenaro@codrington.edu.bb.

Questions relating to admissions, student records, student attendance, transport, swimming, hot lunches uniforms and health issues should be addressed to Mrs Christina MacKinnon, who is the school's director of admissions, at christina.mackinnon@codrington.edu.bb or admissions@codrington.edu.bb.

Matters relating to the business operations of the school should be addressed to the principal until we can hire a business manager.

The principal is always ready to respond to policy questions and is basically happy to bat any ball sent down to him. Parents/guardians should not contact board members directly with their concerns but rather address them directly to the principal at principal@codrington.edu.bb. No board member has individual authority - only the board in session has that - and the board has delegated to the principal the full operation of the school. Please, if you have a commendation or a concern, address it to the principal or to one of his professional colleagues.

PARENT / TEACHER CONTACT

Initial Year Group Parent Meetings

These formal meetings are held at the beginning of each school year in early September. At this meeting the teachers outline the year group programme for the school year and provide information on other issues, such as procedures for addressing concerns and homework policy. This is seen as a good introduction to the year and as a valuable time to provide parents with relevant and meaningful information.

Parent: Teacher Conferences and Student-Led Conferences

These scheduled formal meetings are held twice a year and mirror the school report schedule. The first meeting, held in October, provides information on how the student is settling into a new year group and classroom routines. It is also the first formal viewing of the student's individual portfolio, which contains samples of the student's work in various subject areas. Further information on the programme outline for the year and current classroom developments are also discussed at this meeting.

The second meeting is held in March/April and is led by the student and is among the parent and the teacher. This is a detailed session, focusing on the progress made to date, highlighting areas of strength and areas in need of review. Action plans to deal with extension work for the more able child and areas in need of significant review are addressed at this time and implemented in due course. Specialist teachers are also available for consultations during both of these scheduled times. Specialist teachers may be contacted and meetings can be arranged separately in the primary years.

Reports

Written reports on each student are sent to parents twice a year. Both are formal, structured and detailed in nature and provide information on areas of strength and areas in need of attention that have been discovered. These help you, the parent, understand your child's progress in each subject area and where he/she is in relation to his/her perceived potential. Additionally, portfolios will be used to document your child's work throughout the year.

Parent Requests for Meetings

Parents are invited to request a meeting with their child's teacher to provide further clarification on an issue or if they have concerns about their child's progress. The request may be made with the individual teacher either directly or by sending a note in the student's planner. Please make sure you give an indication of the subject to be addressed and times for possible meetings or when the teacher concerned may contact you. Please remember, teachers have commitments during lunchtimes and after school, and, therefore may not be able to meet immediately. However, requests for such meetings are always honoured within three working days of the request's being made.

Following this initial meeting, parents who are unsatisfied by the response can redirect their questions or concerns to the director of curriculum, and/or the relevant head of school dependent on the nature of the issue. If no satisfaction is obtained after meeting the head of school, the principal should be approached.

PARENTAL INVOLVEMENT

The school welcomes the involvement of parents and we actively seek parent volunteers to assist us on many fronts. These include reading activities, field trips, library assistance, units of inquiry and daily classroom activities. Please contact your child's homeroom teacher, the school's Parents and Friends Association or the school office if you would like to volunteer on a regular basis.

SECTION FOUR: CARE AND CONDUCT

PASTORAL CARE

The Codrington School attaches great importance to the well-being of its students and their pastoral care, in which homeroom teachers in the primary school and form teachers in the secondary school, administrators, the heads of school, all teachers and staff, as well as all members the Codrington community, play a part.

Pastoral care at the school is underpinned by three major principles:

1. In order to fulfil their academic potential, students must feel happy, secure and valued within the school and learning environment. Our aim is to give individual attention to each child and underpin all that the students do with a system of guidance and encouragement in order to enable the individual to thrive among friends.
2. Each student looks to the needs of others in order to create a civilized, supportive and friendly society, free of intolerance and prejudice, within which he/she can grow as an individual, develop as a student and pursue his/her own interests in a confident and creative manner.
3. As a school we believe that a close collaboration between school and home is an essential element in helping our children develop into responsible adults, able to respond to the pressures they will inevitably face, particularly through the often difficult teenage years. Together we can see their strengths, anticipate problems and encourage them, by means of open communication, to build good relationships with their peers and adults. This relationship between home and school has to be one of mutual trust. The Codrington School does not operate behind closed doors. Parents are encouraged to feel a vital part of the school, and that they are welcome, whenever it is convenient, to discuss their child's future with us, and to share their concerns.

The positive ethos of the school, the high expectations of all members of faculty and staff, the class and form unity, a programme of assemblies, health and social education lessons and enrichment activities all contribute to this and help encourage a sense of community and belonging.

Each student is seen as an important member of a close-knit 'family' and it is expected that older students look to the welfare of younger children within the school community, providing a positive role-model as well as assisting and helping them in their daily school routine.

There is normally a maximum of 15 students in each class or form group. Such small groups enable the teachers to monitor closely the academic and social progress of his or her students. A student's first point of contact is the homeroom (primary) or form (secondary) teacher.

In the secondary school, it is in the form room that the student starts the school day. Overall pastoral responsibility lies with the head of the secondary school who communicates closely with the form teacher and subject teachers. This pastoral team works together to help ensure that all students realize their full potential while at school, discussing their academic progress and

strengths and weaknesses at frequent intervals, helping them to choose a rich, rewarding life outside the classroom, and taking a particular interest in all they do.

The team reports regularly to parents and they are always available for informal consultation when convenient. Parents can feel secure that teachers know their students thoroughly, and are concerned to help them to become confident, balanced, successful individuals. Where particular problems arise which require professional help, parents will be given guidance to ensure that students are referred to a counsellor outside the school, to ensure they receive appropriate support if and when the need arises.

The IB learner profile underpins all that we do here at Codrington and forms the basis of the school's pastoral policy, which aims to give individual attention to every child, to protect, nurture and guide them. The school complements the work of the family in developing the students' moral views, sense of responsibility, self-reliance and awareness of themselves in relation to other people and the community, and in preparing them to meet the challenges of life.

To support the pastoral programme, close attention is given to personal health and social education, thus putting into perspective the many areas of school activity (the academic, curricular and enrichment, spiritual and sporting and cultural) in which each student participates and to encourage students to see their role in the local community and the wider world. We offer the secure conditions which enable the individual to thrive among friends and to create an environment which is stimulating, varied and challenging so that they recognize the diversity and individuality of others and the importance and potential of their own attitudes and effort.

CODE OF CONDUCT

Philosophy

Our world is a global community. The teachers, parents and students of The Codrington School are committed to adopting and emulating the attributes of the IB learner profile and the PYP attitudes. The profile and attitudes shape our approaches to and perceptions of everything we do. The learner profile values individuals who are: inquirers, thinkers, communicators, risk-takers, knowledgeable, principled, caring, open-minded, balanced and reflective. The twelve attitudes are: appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect and tolerance. Rights, responsibilities, consequences and incentives are clearly explained to all individuals. The entire Codrington community is expected to embrace the code of conduct.

Guidelines

- ✚ Students should store all bags, equipment, etc. neatly upon arrival.
- ✚ Students should go directly to the playground until bell time. When the bell rings, students are to go to their own classrooms/homerooms.
- ✚ Students must not go into classrooms/homerooms unless there is a teacher present.
- ✚ Permission must be given by a teacher to use the school telephone.
- ✚ If cell phones are brought to school, they may only be used before and after school except in the case of an emergency, when permission must be given by a teacher for their use. Normally, cell phones, and other electronic devices, such as cameras and iPods, must remain in school bags and not be used within school hours.

- ✦ Primary school students who need medical attention during playtime must first speak with the teacher on duty. All primary students will be accompanied to the infirmary by another child or an adult.
- ✦ Inappropriate language, bullying or engaging in verbal abuse or stealing is unacceptable behaviour.
- ✦ Playing with or throwing rocks, sticks or missiles are unacceptable behaviour.
- ✦ Fireworks, lighters and matches are not allowed in the school.
- ✦ Possession or use of weapons (including pocket-knives) or making a threat to use weapons on or off campus is strictly prohibited.
- ✦ Tobacco and drugs are strictly prohibited on campus.

School Rights and Responsibilities

School Rights

Responsibilities

We have the right to learn

We have the responsibility to allow others to learn
We have the responsibility to follow the IB student profile and attitudes to enable learning
We have the responsibility to learn from positive role models

We have the right to play

We have the responsibility to know when, where and how to play

We have the right to enjoy school

We have the responsibility to participate positively

We have the right to use facilities, equipment and materials (playground equipment, books)

We have the responsibility to respect and care for property, equipment and materials belonging to school and others

We have the right to a safe and healthy environment

We have the responsibility to clean up after ourselves
We have the responsibility to maintain a safe, healthy environment

We have the right to be treated with respect

We have the responsibility to treat others respectfully
We have the responsibility to gain respect

We have the right to express ourselves

We have the responsibility to listen actively
We have the responsibility to communicate in an appropriate manner

We have the right to our personal space and privacy

We have the responsibility to respect other people's personal space
We have the responsibility to communicate our need for personal space and respect that of others
We have the responsibility to be tolerant of others' need for privacy

Incentives for Following the Rights and Responsibilities in the School

- ✚ Students will be recognized for positive behaviour.
- ✚ House points will be awarded.
- ✚ Commendation reports to the parents may be issued on the school's commendation form.

Consequences for Infringements of Rights and Responsibilities in the School

- ✚ One verbal reminder will be given by the teacher of the responsibility that has not been followed.
- ✚ A concern note will be sent if the offence is considered serious or for a second infringement of the code.
- ✚ On the third instance, an action plan will be developed for improving the undesirable behaviour and specific consequences stated involving the parents, student, class teacher and any other teachers.
- ✚ The next step involves the head of school with the teacher(s), student and parents to improve the undesirable behaviour.
- ✚ In the final step, the head of school will take appropriate action, which may result in suspension or expulsion of the student from the school.

Incentives and Consequences in the Early Years Section

In the early years, children are recognized individually and/or as a group in their homeroom and verbal praise is given. Close interaction with parents each day enables teachers to relay commendations or concerns on a regular basis. In addition to receiving warnings for inappropriate behaviour, children are also required to meet with the head of the primary school to discuss their behaviour. A written record of the infraction is recorded. Parents are contacted immediately if extreme behaviour is noted, such as biting, rock throwing or fighting. If an inappropriate behaviour is repeated, an action plan for improving the undesirable behaviour is developed. This will involve the parent, student's homeroom teacher, or head of the primary school if relevant or appropriate. In the early years, the emphasis is on: showing respect, keeping safe and being responsible.

UNIFORMS AND APPEARANCE

Student's appearance makes an impression on others. When students are properly groomed and attired, they contribute to an atmosphere which shows respect for personal standards and consideration for the school environment. We want all parents and visitors, as well as fellow students, to sense this concern for school pride as it is demonstrated by the neatness and good taste of our students' appearance.

The school determines what is and what is not appropriate dress and appearance, irrespective of current trends. Students and parents are encouraged to ask questions of teachers and administrators as to whether any particular items may be acceptable. The decision of the head of school is final in all acceptability discussions.

Jewellery

Any student may wear a wristwatch. Any student may also wear a maximum of a pair of simple stud or sleeper earrings. No ornate or heavy jewellery should be worn, although any child may wear a single simple bracelet, a simple ring or a simple gold or silver neck chain.

Hair

Hair must always be neatly groomed and free of any elaborate ornamentation.

Valuables

Students are responsible for their belongings. The school takes no responsibility for lost items. Students are strongly advised not to wear expensive jewellery to school. All personal items should have the student's name on them, especially their sports kits. Bags must be stored neatly in classrooms or storage, away from pedestrian walkways. Students should avoid bringing expensive items on to campus and make sure that their bags, backpacks and lunch boxes are labelled and properly stored.

Students are reminded to check the "lost and found" in the admissions office periodically for missing items; all items not claimed by the end of a term will be donated to charity.

The Codrington School Uniform

Class	Regular uniform		Gym uniform	
	Boys	Girls	Boys	Girls
Early years (PYP one to PYP four)	Navy blue shorts plus checked button down blue/white shirt-jack with school patch, white socks	Navy blue skorts plus checked button down blue/white shirts with school patch, white socks	Navy blue shorts plus house T-shirt	Navy blue shorts plus house T-shirt
Junior years (PYP five to PYP eight)	Navy blue shorts plus white button down shirts with school patch, or shirt-jack, white socks	Above the knee navy blue skorts plus white button down shirts with school patch, white socks	Navy blue shorts plus house T-shirt	Navy blue shorts plus house T-shirt
Middle years (MYP one to MYP five)	Navy blue short plus white button down shirts with school patch & button down collar preferred. Shirts must be tucked in and a black belt worn. Shirt-jacks, worn outside the trousers, may also be worn. White socks. From MYP three onwards, blue long trousers may be worn if so desired	At the knee navy blue skorts or skirts, white shirts with school patch, buttoned down collar preferred. Shirts must be tucked in. White socks	Knee length dark blue shorts plus house T-shirt	Dark blue shorts plus house T-shirt
Diploma years (DP one to DP two)	Navy blue long trousers plus white polo shirts with school patch. White socks.	At the knee navy blue skorts or skirts, white polo shirts with school patch. White socks	Knee length dark blue shorts plus house T-shirt	Dark blue shorts plus house T-shirt

Hats: Hat **must** be worn by all children during outdoors PE and at other times when out in the sun – e.g. recess.

Shoes: Primary school children must wear enclosed sandals or running shoes. Secondary school children must wear enclosed sandals or tennis shoes. Girls may wear black formal shoes and boys must wear black formal shoes with long trousers.

Socks: All students must wear white socks.

Uniforms may be purchased through the PTA. The liaison person at school is Mrs Christina MacKinnon, the director of admissions.

THE HOUSE SYSTEM

Aims and Philosophy

The current house system has developed from the early days of The Codrington School when students were divided into groups, known as “houses”. The houses were named after the founder and benefactor of the original Codrington School and board members of the early days. The structure plays an important role in school life. The system broadly encourages participation in a range of activities and provides an excellent vehicle for integrating pastoral care and teacher/student interaction. There is always a strong spirit shown through house activities and this has proven over the years to encourage an involved and active student body at all levels. The competitions and general ethos are constantly monitored and improved upon.

Organization

There are three houses: **Anstey**; **Elliot Sealy**; and **Gooding Emtage**. New students are placed in houses in a way which keeps the totals in each group balanced. Each student remains in the same house throughout his or her school career. Each house has a housemaster/mistress who organizes and supports the house competitions, which are always conducted in the spirit of friendly competition and good sportsmanship, with opportunities being given for demonstration of excellence in: the attributes of the learner profile; academics; the arts; sports; behaviour; and participation in other areas. New students who have a clear family connection with a particular house are normally placed in that house.

Houses meet every three weeks during the Tuesday assembly block. This is a good time for a cross section of the school to get together and discuss the positive actions and contributions to the school which earned them house points. It is also a good moment to plan for upcoming events or competitions.

House Points

House points are awarded to pupils by teachers for their academic work, effort, behaviour and other aspects of their school life. House points for all students are tallied by the head of the secondary school, who records them and displays sub-totals in a common area. At the end of the year, the points for each house are totalled and the house cup is awarded to the house with the most points.

House point allocation

The following are the guidelines for the awarding of house points:

Demonstration of the learner profile

- ✚ Consistently demonstrates aspects of the attributes of the learner profile.

Academic work

- ✚ Performs regularly to a high academic standard or to the best of his/her ability
- ✚ Has raised his/her academic performance to a higher standard
- ✚ Is aware of the need for risk-taking in seeking academic achievement

- ✚ Has shown a high degree of creativity in his/ her response to a task
- ✚ Has produced a particularly impressive piece of work

Effort

- ✚ Consistently makes an effort across several areas
- ✚ Has noticeably increased his/her endeavours

Behaviour

- ✚ Sets an example to others by his/her behaviour
- ✚ Has performed an act of kindness or public-spiritedness
- ✚ Has made a positive effort to improve his/her behaviour

Participation

- ✚ Shows commitment
- ✚ Joins in willingly in class, group or house activities
- ✚ Encourages others to do so and is generally supportive of others
- ✚ Has a consistently good attitude
- ✚ Displays the characteristics of sportsmanship in attitude and/or performance
- ✚ Has seen the need to participate more positively

A number of activities are planned during the school year to promote house spirit, including lunchtime competitions, PYP and MYP sports days, MYP speech contest, and the MYP knowledge bowl. In addition to those activities, faculty members seeks to organize competitions connected to artistic activities, the enrichment programme, a unit of study, etc. All of these competitions will result in house points being awarded to either individual students or the house team as a whole.

The overall coordination of the house system is under the supervision of Ms Eliana Marcenaro, the head of secondary school.

House T-shirts

House T-shirts, containing the Codrington logo, may be worn on Fridays. They should also be worn for PE lessons. The T-shirts are available for purchase through the PTA.

WHAT TO DO WHEN?

Absent for any Reason

Absence from school requires a note to the homeroom or form teacher from the parent or guardian explaining the reason. Parents may also email or call the director of admissions early in the morning to explain illness.

Late for School

Students should report to the admissions office as soon as they arrive, before going to class. Students who are late will be issued with a pink "late pass" to present to their teacher. Please note that five late passes constitute an absence.

Leaving School during the Day

Students must have a written note informing the homeroom or form teacher if they must leave school for any reason. Students will only be released to a parent or guardian, who must sign the child out in the admissions office.

Telephones

Students must get permission from a teacher or administrator to use the school telephones. Students are only allowed to use the telephone for emergencies or critical situations.

If students choose to bring a mobile telephone to school, it must remain switched off during classes. Students are not allowed to use their mobile telephones to contact their parents in case of illness as all contact with the parents in the case of any student's illness or accident is dealt with by the director of admissions.

The school does not take responsibility for broken or stolen mobile phones.

Medication

All parents should inform the director of admissions/nurse if their child is taking medication regularly or if medication needs to be taken for a period of time.

If your child has any allergies (asthma, medications, peanuts, etc) these should be notified to the director of admissions/nurse in order for the appropriate action to be taken.

PE / Swimming Lessons

If a student cannot take part in PE, a note should be brought from his/her parents, guardian or doctor explaining the reason and given to the PE teacher. Similarly, if a student cannot take part in the swimming lesson a note should be brought and given to the swimming coach. Any student who does not attend swimming, for any reason, should come to school at 9.30am, in order to begin classes with the other students.

SECTION FIVE: OTHER IMPORTANT INFORMATION

School Hours

The PYP one and PYP two classes begin at 8.10am and end for the day at 1.00pm. Children from these classes may then stay in the aftercare programme which runs from 1.00pm to 4.00pm on Monday through Thursday, and 1.00pm to 3.00pm on Fridays.

For all other year levels, school hours for the children are from 8.10am until 4.00pm each day. On Fridays the school closes at 3.00pm. Supervision is offered from 7.45am. Teachers are in the classrooms at least ten minutes before classes begin, in order to welcome the children. It is, of course, very important that children arrive at school in good time for the beginning of the school day. Children are not expected to line up and may choose either to stay in the classroom for a few minutes before school begins (provided that the teacher is there) or to play or chat until the bell rings, when they should make their way to their classes.

School closes at 4.00pm each day except Friday. Please be reminded that all children are expected to be collected from school no later than 4.10pm (3.10pm on Fridays). We are sure you will appreciate our reasons for not wishing to have children left on campus after this time and we very much appreciate your cooperation in this matter. In the event of an emergency, of course, we shall care for your child. But it is unreasonable for teachers to stay after the end of their working day in order to look after young children.

Church Service

This point has to do with the nature and character of the school. Although The Codrington School rents its facilities from The Codrington Trust, which is an Anglican foundation, the school, in its current form, is secular. However, it has rich traditions going back some ninety years and the establishment of the original Codrington High School for Girls. One of these traditions is a weekly church service and most of the parents/guardians in our community are happy for their children to attend this service each Wednesday morning. However, arrangements are made for those children whose parents/guardians may not wish them to attend the service and if you would prefer that your child did not attend, you should simply have a word with your child's head of school.

Withdrawal Notice

We hope very much indeed that you will keep your child here at school at Codrington for the rest of his/her school career. However, if you should decide to withdraw your child for any reason, you should please note that, in order to enable the school to plan for its financial responsibilities and for its staffing and class configurations, parents and/or guardians of all students are required to give at least one full term's notice in writing or pay one full term's fees in lieu of notice before withdrawing a student. Withdrawal forms are available from the director of admissions (admissions@codrington.edu.bb).

The school's director of admissions is charged to release students' records and transcripts only to those parents and guardians who are in good financial standing with the school. In the case of withdrawing students, this means those parents and guardians who have either given one full term's notice of withdrawal or who have paid one full term's fees in lieu of notice.

The principal has the responsibility of administering this policy and it is much easier when the requisite notice is given. Even if you are not sure if your child will be leaving, please let us know in good time and we can then issue a tentative withdrawal notice and you avoid any obligation to pay a term's fees in lieu of notice.

Food and Drink

The PTA operates a 'hot lunch' programme, when a local entrepreneur delivers students' meals. Those parents/guardians who wish their children to be involved in this scheme must commit for a term at a time.

If your child is not involved in the hot lunch programme, please arrange to send a nutritious snack and lunch to school with your child each day. Water fountains are available at school but children may also bring their own drinks if you so wish. However, neither alcoholic drinks (including "shandies") nor sodas (*i.e.* "pop") are allowed for children and commercial fruit juices are discouraged on account of their high carbohydrate content.

Please note that the school strongly discourages "junk food" and will contact parents if it feels that any child's snack and/or lunch is not nutritious. As one of our students is severely allergic to nuts of any kind, please do not send to school any food which has nuts as an ingredient. This applies not only to obvious foods such as peanut butter but also to any cakes which may have residual traces of nuts. Also, on account of possible allergic reactions, under no circumstances should children share their food with others.

Lost and Found

In order to facilitate return of lost items, all items of clothing, materials and books must be clearly labelled with the student's name at the start of each school term. Lost property is kept in the office of the director of admissions. Parents and students should enquire there first when items are missing. Any non-labelled items that are not claimed by the end of each school year will be discarded or donated.

Children's Personal Items / Toys

Parents are asked not to allow their children to bring valuable or expensive toys or games to school as the school cannot be responsible for lost or stolen items.

Tutoring

There are occasions when parents or teachers believe that a student may benefit from after school tuition in a particular subject/area. A teacher may not normally tutor a child from his/her own class but there may be other teachers in the school, or outside the school, who are able to tutor children outside the normal school hours. Please see the head of school if this service is required.

It is important that the school be informed if a student is being tutored by someone from outside the school: please submit this information in writing to the homeroom or form teacher and the head of school.

School Photographs

The PTA arranges for a professional photographer to take individual and class photographs each school year and any profits from this go into PTA funds and are then passed on to the school. Purchase is optional.

Changes of Address, Telephone Numbers, E-mail

Please remember to contact the director of admissions immediately if any of your contact information changes. This applies to home and work telephone numbers, e-mail addresses, fax numbers and home location. We sometimes need to contact you rapidly and our databases must be kept up-to-date.

Please pass any change of address information to admissions@codrington.edu.bb.

Environmental Crisis

In the event of a threatened environmental crisis - such as a hurricane, earthquake or severe flooding - the school's crisis team will meet and make a decision as to how to proceed. Thereafter, communication will be effected by the emergency telephone tree.

The principal is responsible for contacting the members of ADCON. The heads of school are responsible for ensuring all teachers are contacted, by means of the emergency tree. The business manager is responsible for ensuring all non-teaching staff members are contacted, by means of their emergency telephone tree.

Homeroom and form teachers are responsible for ensuring that messages are sent to the children of their classes. This is usually done by means of the class representative via the school directory.

If school is closed by the principal, parents/guardians and all employees are advised that under no circumstances is anyone to attempt to reach the campus. If the school is closed on account of an environmental crisis, there will be no access to the campus for *anyone*. If for any reason parents/guardians are unsure of the situation, and cannot obtain *reliable* information, they should err on the side of caution and keep their children at home.

In addition to the foregoing, an appropriate message will be placed on the school's voicemail.

One Way Traffic Flow

The "correct" **one way flow** through the school is to turn left as you approach the school from the west, then right, so that the church is in front of you, then right again, to exit through the main gates.

Traffic flow signs must be observed at all times. Although the campus is The Codrington School property, Barbadian traffic rules apply. The maximum speed on campus is 5 mph (8 km/h).

Car Parking

Parents are required to park in the school car park, opposite the principal's residence or in the church car park, and not south of the church, in order to keep the main exit road free.

Whilst the school is able, at present, to offer sufficient parking space on campus, it is not responsible for private vehicles. This means that any damage that is done by unknown persons/vehicles to private cars cannot be paid for by the school.

Bus Transportation

The Codrington School facilitates transportation, at a cost, either by its own vehicle or by companies that the school recommends to parents. All recommended vehicles have to meet all regulations relating to the safe transportation of children.

The pick-up points are: the Sunset Crest Medical Centre, St James and the Aquatic Centre, St Michael.

If you wish to avail yourself of the transportation facilities, please complete the bus transportation form and return it to the director of admissions. Arrangements will be made for your child to be collected for school and dropped at the designated venue at the end of the school day. There is, of course, a fee for this service and the level of this fee will be communicated to you when you sign the contract for transportation.

The school does not offer a door to door transport service. It is the responsibility of parents/guardians to ensure that their children are at the designated collection area on time in the morning and that they are there to collect their children again when they come home. Buses leave school just after 1.00 pm, just after 3.00pm and just after 4.00pm Mondays through Thursdays and just after 1.00 pm and just after 3.00pm on Fridays.

If your child is not taking the bus on a specific day please inform the director of admissions so that the necessary action can be taken.

School Supplies

Each student should bring at least one of each of the following every day to class. Their supplies should be labelled clearly with the student's name to avoid misplacement.

Primary School

PYP one and PYP two

Crayons (Crayola)
Eraser
Glue - 3 big UHU sticks
Hat
Pencil
Pencil Crayons
Pencil sharpener
Ruler – metric
Scissors

PYP three and PYP four

Crayons (Crayola)
Data/memory stick for use on computer
Eraser
Glue - 3 big UHU sticks
Hat
Markers
Pencil
Pencil Crayons
Pencil sharpener
Ruler – metric
Scissors
Swimming costume, cap and goggles – on swimming day only

PYP five, PYP six, PYP seven and PYP eight

Calculator
Data/memory stick for use on computer
Eraser
Geometry set (compass, protractor, and ruler)
Hat
Pencil sharpener
Pencils
Pens (blue or black ink only)
School glue (e.g. Elmer's) or glue stick (e.g. UHU)
Scissors
Swimming costume, cap and goggles – on swimming day only
Optional: Colour pencils or markers

Any queries about items on the above lists, please contact the head of the primary school, Ms Helen Morris at helen.morris@codrington.edu.bb.

Secondary School – MYP one, MYP two, MYP three, MYP four and MYP five and DP one

Each student should bring at least one of each of the following every day to class. Their supplies should be labelled clearly with the student's name to avoid misplacement.

- .. The Codrington School student planner
- .. Art supplies (mandatory for all art students): a black permanent marker (two sides “Sharpie”); a range (minimum of four) drawing/sketch pencils, in various grades: (H, HB, 4B, 6 or 7B). MYP one and new students must also provide a three-ring binder, 1.5 inch thick, letter size, to create their MYP art portfolios.
- .. Calculator: MYP one to four students should have a Sharp Advanced D.A/L. These are available at Pricemart and other office supply/book stores. MYP five through Diploma one students should have a Texas Instrument TI-84 plus silver edition, which can be sued for the DP examinations as well. These are graphing calculators.
- .. Pencil case containing highlighters, pens (ballpoint blue or black ink only, red or green for making corrections), pencils or mechanical pencils, colouring pencils or markers
- .. Eraser

- .. Scissors
- .. Data/memory stick for use on computer – one GB minimum (this must be for the student's sole use)
- .. Four plastic folders (shaped like a large envelope with a clip on the top flap) in four colours: blue (art), green (language A), red (music) and clear (mathematics). MYP four, MYP five and DP one students will need either a blue or a red folder depending on their arts option.
- . Geometry set including compass, protractor and ruler
- .. Glue stick (no white school glue, please)
- .. Hat while outdoors
- .. Full PE kit on days assigned
- .. Swimming costume, cap, goggles and tower on Fridays [MYP one and two only]
- .. Any other subject-specific material: text books, readers, journals, notebooks, etc

Any queries about items on the above list, please contact the head of the secondary school, Ms Eliana Marcenaro at Eliana.marcenaro@codrington.edu.bb.

Computers

The school's position may be summarized as follows:

ICT [Information and Communication Technologies] provides opportunities for the enhancement of learning, and may significantly support students in their inquiries, and in developing their conceptual understanding. It is best considered as a tool for learning, albeit with its own set of skills, as opposed to an additional subject area. ICT skills should be developed and learned in order to support the needs of individual learners in their inquiries. {From "Making the PYP Happen"}

At The Codrington School we are aware of the need to complement our academic programme with knowledge in information and communication technologies. We are also aware of trends and research regarding digital citizenship and have developed a Responsible User Guidelines [RUG] document that students, faculty and staff must sign. We are constantly in the process of updating our hardware and software, and have a computer lab with fifteen computers. We also have computers in every classroom.

Primary Computers

We recently launched our new PYP laptop programme, which is intended to support the use of technology in all classrooms.

The school has purchased fifteen Dell Latitude 2100 laptops for use as a "mobile classroom." These laptops are small and extremely light 2.91lb (1.32kg); they are equipped with a special shock-proof rubber coating, a 10.1" touch screen monitor with an integrated webcam, anti-microbial protection on all keyboards and network activity lights, which will help the teacher monitor the student's use. In addition, all laptops come with the new Windows 7 Starter edition in addition to Microsoft Office 2007.



These laptops are stored in a mobile computing station cart, which acts as a charging dock for all laptops, as well as allowing for simultaneous, remote software updates. The students, faculty and

staff who have already engaged in using the laptops have expressed their absolute excitement at the educational opportunities this product brings.

Secondary School

The Codrington School is proud to offer the International Baccalaureate continuum of programmes [Primary Years, Middle Years and Diploma]. We are committed to cutting-edge methodology and developing the skills and knowledge required to meet the needs of our twenty-first century students once they reach the professional market.

To this end, the school has made dramatic improvements in the area of technology within two short years. Currently, the entire school has access to wireless connection; all faculty and staff members have a computer (a large majority of them laptops); we have a state-of-the-art website and functional email and document management systems hosted on site; we use technology in the classroom consistently (through the use of software and online tools, as well as with projectors, video and photo cameras) and encourage the use of media materials in our documentation and student work.

In line with practices in other top International Baccalaureate schools, in September 2009 we began to encourage our secondary school students to utilize laptops in the classroom. By the end of the 2009-10 school year, all students in MYP five had purchased and were effectively using a laptop at school.

Moving forward on this goal, please note that all Diploma Programme students and MYP five students will be expected to have a personal laptop by the start of the 2010-2011 academic year. We will continue to strongly recommend the use of laptops for students in MYP one to MYP four, hoping to see a greater integration of this valuable tool in our learners' experience.

Although the school is not responsible for sourcing student laptops, we would like to help our families by: (a) identifying minimum hardware/software requirements for successful use in our classrooms; and (b) recommending a specific model that will be compatible with our own line of hardware at school.

1. Minimum hardware/software requirements:

Processor speed	1.6GHz
RAM	3GB
Wireless card	Yes
Operating system	Microsoft Windows Vista, Windows 7
<i>Laptops must have an <u>International</u> warranty and <u>local</u> insurance. Remember that repairs will attract additional labour charge from the manufacturer and import duties for parts that are replaced.</i>	

2. Recommended model:

Manufacturer	Dell
Laptop picture	
Model	Vostro 3500
Processor	New 2010 Intel Core i3-350M Processor
Processor speed	2.26GHz, Dual Core/4 Threads, 3MB L3 cache
Screen Size	15.6" High Definition LED Display (1366 x 768) with anti-glare
RAM	3GB, DDR3, 1066MHZ, 2 DIMM
Hard drive Capacity	250GB 7200RPM SATA Hard Drive
Webcam	Yes
Sound	2 integrated stereo speakers (4 ohm 2W x 2)
Graphic card	Intel Integrated Graphics Media Accelerator HD
DVD	8X DVD+/-RW with double-layer DVD+/-R write capability
Wireless card	Dell Wireless 1520 802.11n Half-Mini Card
USB	USB 2.0 x 3 USB 2.0/eSATA combo x 1
Ports	Microphone jack, Headphone/speaker out, 8-in-1 card reader, 34 mm ExpressCard, 15-pin VGA video connector, HDMI connector, Full size, spill-resistant keyboard
Operating system	Windows 7 Professional
Battery type	6-cell Lithium Ion Primary Battery
Colour	Aberdeen Silver Lucerne Red [add US\$40.00]
Dimension	Width: 14.76"/375mm Height: (front/back) 0.90-1.23inches/22.9-31.9mm Depth: 9.84"/250mm
Weight	~ 2.40kg/5.30lb
3 years Pro Support parts and labour Next Business Day On-Site warranty	Yes (except theft, liquid spilt and fire) Battery only first year

If you have questions about the use of technology in the school, please contact the heads of school or Ms Elena Berra, the systems manager.

SECTION SIX: BUSINESS OPERATIONS

ENROLMENT

The general conditions of enrolment for children at the school are as follows:

- 1) Notwithstanding the right of each party to terminate this contract in general immediately by cause, the school has the right, at its discretion, upon presumption of a criminal or otherwise disorderly act by the student named in this application which endangers the order or discipline on campus, to search the belongings and clothes of the said student and to put in safe keeping any objects found which are in connection with such a criminal or disorderly act. In any case of denial of this right, the school shall be entitled to terminate this contract immediately for cause. Furthermore, in any such instance of commission by a student of a criminal or other disorderly act, the school has the right to take any disciplinary action considered appropriate in its discretion, including expulsion of the student from the school.
- 2) We have read this statement carefully and have given accurately and completely all the information requested. We agree to the statement made in paragraph one above and we and the student named in this application agree to abide by all school policies approved by the board of governors. We accept that continued violation of such policies will also allow the school to terminate this contract for cause.
- 3) Tuition and fees are determined by the statement of annual costs currently or hereafter in force. We hereby declare that we are financially able to pay the fees required for this child. We realize that there will be no refund of tuition for instructional days lost due to reasons beyond the school's control.
- 4) Data related to our child's attendance at the school are stored in the school's data bases and are used for school related purposes only.
- 5) It is agreed that, notwithstanding the year level for which application is made, final year placement is at the discretion of the administration. (It should be understood that the year levels at The Codrington School do not necessarily correspond to those in any other school or national or international system of education.)
- 6) A child must be at least three years of age on or before 31 August of the year of entry for entrance into the PYP one class and at least four years of age on or before 31 August of the year of entry for entrance into the PYP two class. This normally follows in progression through the school so that, for example, a child entering PYP eight is usually expected to be at least ten years old by 31 August of the year of entry.
- 7) We agree to provide one full term's notice in writing, or fees for one full term in lieu of notice, if we withdraw a child from the school.

The admission application form, when signed, constitutes a contract subject to the laws of Barbados. Purposely providing incorrect or incomplete information can lead to the school's termination of the contract. Jurisdiction for disputes arising under it is Bridgetown, St Michael, Barbados.

FINANCIAL PROCEDURES

1 Admission and Screening Fee

This fee ensures the processing of the application for admission of a new student or of a student returning after an absence of one year or longer. This fee is not refundable.

2 Registration Fee

This fee assures a student's place for the initial school term for which application is made. This fee is not refundable but it is set against the first term's fees.

3 Tuition Fees – per term

- (i) All parents/guardians are urged to pay fees at the regular level in order to aid the school's growth and development. However, in order to encourage local families whose children would not otherwise be able to come to the school on account of the fee level, on request, local parents/guardians are offered deeply discounted fees. To qualify for "Barbadian" fee, either the child or one of the parents must possess either a Barbadian passport or a Barbadian birth certificate. A similar condition applies for Caribbean non-national children. Local fees have to be requested in writing and all parents/guardians are encouraged to pay at the regular fee level.

There is no proration of fees for students who leave early in the term. For students who arrive on or after the following specific dates in each of the first two terms, only half of the initial term's fee is payable: 25 October in the first term; 6 March in the second term.

- (ii) All curricular costs, including all local field trips, all books and art materials and all swimming costs, are funded in full by the school.
- (iii) All fees in connection with external examinations are payable by parents/guardians.

4 Building fee

A capital assessment fee, known as the building fee, is levied at date of entrance for students who have not previously attended The Codrington School. This is set at between BBD \$3,500.00 and BBD \$10,000.00. Parents/guardians are encouraged to pay at the top level of BBD \$10,000.00 but must pay at least the minimum fee of BBD \$3,500.00.

5 Endowment Funds

The Codrington School Trust operates four endowment funds: for restoration and renovation of buildings; for scholarships; for hardship; and for teachers' professional development. Contributions to these funds are welcomed. Full details may be obtained from the school's principal, Mr Dennison J MacKinnon (principal@codrington.edu.bb).

6 Payment

Annual payment of all three terms in advance is preferred. In such cases, the school offers a discount of approximately 3% on the total bill for tuition, which amounts to approximately 9% on reducing balance.

However, fees may also be paid termly in advance by the following dates:

Michaelmas	first term's fees are payable by	15 June latest
Easter	second term's fees are payable by	15 October latest
Summer	third term's fees are payable by	15 February latest

Payment may be made by cash, cheque or MasterCard/Visa/American Express credit card. If payment is made by credit card, the school adds a fee of approximately 5% to cover processing and bank charges.

A student's place in school may be forfeited if the fees are not paid on time, particularly if there is a waiting list for any particular year level. In any case, a late fee of 1.5% per month, or part of a month, per student, is levied when fees are not paid on the due date (or, in the case of a new student, within two weeks of acceptance). Thus, for example, fees paid five weeks late attract a late fee of 3%. If fees are not paid before the first day of term, the student's name will not appear on class lists and he/she will not be allowed to attend school until the fees are paid in full.

New students entering during the course of the school year will receive an invoice upon entry, payment of which is required within two weeks of acceptance. Money transfers in Barbadian dollars may be made to the following bank. Please ensure that the transfer details include the student's name.

Butterfield Bank (Barbados) Limited
Broad Street Banking Centre
No.1 Beckwith Place
Lower Broad Street
Bridgetown BB 11000
Barbados

Account No: 50000039454
Swift code: BNTBBBBB

When funds are remitted in any currency other than Barbadian dollars, 5% of the sum should be added in order to cover processing and bank charges.