

Amended by the board of the NGO Tartu International School decision No 5_2022 of July 4, 2022

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Approved at the general meeting of members of the NGO Tartu International School on March 14, 2012



Curriculum of Tartu International School

GENERAL DATA OF THE SCHOOL

Name of school: Tartu International School

Owner of the school: NGO Tartu International School

Type of school: basic school

Address: Juhan Liivi 2d, Tartu, 50409, Estonia

Phone/fax: 7,424,241

E-mail: info@istartu.ee

Website: www.istartu.ee

Speciality: English basic school for students of all nationalities

Number of students: up to 100

Curricula: Estonian National Curriculum for Basic Schools (PRÕK), International Baccalaureate Organisation Primary Years Programme (IB PYP)

Accreditations: Estonian Ministry of Education and Research, International Baccalaureate Organisation

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GENERAL PART OF THE CURRICULUM OF TARTU INTERNATIONAL SCHOOL

The curriculum of Tartu International School (TIS) has been compiled in accordance with the national curriculum for basic schools of the Republic of Estonia, the Basic Schools and Upper Secondary Schools Act, the Private Schools Act, the framework curriculum and principles of the International Baccalaureate Organisation, and the agreement of the school students and staff and community on the fields of study and the specifics of the school. When compiling the curriculum, the specifics, wishes and needs of the school's relevant community groups (school owners, students and staff, parents and community, school district) have been taken into account.

The school curriculum and school organisation are aimed at the following groups of students: Foreign students temporarily residing in Estonia, new immigrant students, returnees, and Estonian students who wish to acquire an education in English in an international learning environment.

I THE SPECIFICS AND VALUES OF TARTU INTERNATIONAL SCHOOL

The specifics of TIS is to offer basic education in English in Estonia. TIS is accredited by the International Baccalaureate Organisation (IBO) and has an open-ended licence from the Estonian Ministry of Education and Research.

In its activities, the school is guided by the following values:

- international-mindedness - we value the cultural background of every person involved in the school;
- healthy and safe learning environment - all people at school must feel safe and be able to maintain their own physical and mental health and that of others;
- innovation - we dare to experiment and adopt new ideas;
- individual approach - we believe that each child is unique and thus we support the individual development of each student;
- openness - we take into account the changes taking place around us, make the most of the opportunities arising from the location of the school and also the opportunities provided by the community for the development of our students;
- sustainability - we value and apply the principles of sustainability in human relations and attitudes towards the environment;
- cooperation - we consider cooperation between families, school and community to be of high importance, as well as cooperation between children of different ages and the team spirit of the school;
- professionalism - our teachers are specialists in their field, and the quality of teaching and learning is very important to us.

II OBJECTIVES OF TEACHING AND EDUCATION AT TARTU INTERNATIONAL SCHOOL

Tartu International School has both an academic and educational task. The school contributes to its students growing up to be creative, versatile personalities who are able to fully realise themselves in various roles: in the family, at work and in public life.

The school creates an age-appropriate, safe, positive and developing learning environment for the student which supports the development of their desire to learn and acquire learning skills, abilities of self-reflection and critical thinking, knowledge and volitional qualities, creative self-expression and the formation of a social and cultural identity.

The school supports the formation of basic values. Students learn how to understand the values underlying their actions and gain a sense of responsibility for the consequences of their actions.

The school helps the student to become aware of their interests, inclinations and abilities and ensures readiness to continue their studies at the next level of education and in lifelong learning.

The acquiring and developing of knowledge, values and practical skills takes place throughout the school academic and educational process and as a result of the combined effect of cooperation between home, school and the pupil's immediate living environment.

As an accredited IB school, the aim of the curriculum of TIS is to shape students into investigative, knowledgeable, self-thinking, consciously communicative, self-analysing, open-minded, caring, courageous, harmonious and principled learners.

III ORGANISATION OF STUDIES AT TARTU INTERNATIONAL SCHOOL

The organisation of studies at the school supports the focus and learning of the student according to their age. The organisation of studies at the school aims to support the focus and age-appropriate learning of the students. Studies are organised in several ways: subjects are studied throughout the academic year or different subjects are taught at a certain time during the academic year (e.g. arts and crafts, home economics and technology studies) according to needs and possibilities. The IB study programme uses a transdisciplinary and multi-competence approach with a focus on thematic areas.

Lesson distribution plan

	First stage of study					Second stage of study					Third stage of study				
	K	L	1 st grade	2 nd grade	3 rd grade	K	L	4 th grade	5 th grade	6 th grade	K	L	7 th grade	8 th grade	9 th grade
English	19	0	5	6	5	13	0	5	3	3	6	0	2	2	2
Literature (in English)	0	0	0	0	0	4	0	0	2	2	6	0	2	2	2
			5	6	5			5	5	5			4	4	4
International students															
Estonian as a foreign language	3	0	1	1	1	6	0	2	2	2	9	0	3	3	3
Integrated Estonian language learning*	3	0	1	1	1	3	0	1	1	1	3	0	1	1	1
Extensive English	3	0	1	1	1	3	0	1	1	1	0	0	0	0	0
			3	3	3			4	4	4			4	4	4
Estonian students															
Estonian	6	0	2	2	2	8	0	4	2	2	6	0	2	2	2
Literature (in Estonian)	0	0	0	0	0	4	0	0	2	2	6	0	2	2	2
Extensive Estonian	3	0	1	1	1	0	0	0	0	0	0	0	0	0	0
			3	3	3			4	4	4			4	4	4
German	0	0	0	0	0	6	0	2	2	2	9	0	3	3	3
Mathematics	10	0	3	4	3	13	0	4	4	5	13	0	5	4	4
Extensive Mathematics	1	0	0	0	1	2	0	1	1	0	0	0	0	0	0
Nature studies	3	0	1	1	1	7	0	2	2	3	2	0	2	0	0
Extensive Nature Studies	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0
Biology	0	0	0	0	0	0	0	0	0	0	5	0	1	2	2
Geography	0	0	0	0	0	0	0	0	0	0	5	0	1	2	2
Chemistry	0	0	0	0	0	0	0	0	0	0	4	0	0	2	2
Physics	0	0	0	0	0	0	0	0	0	0	4	0	0	2	2
History	0	0	0	0	0	3	0	0	1	2	6	0	2	2	2
Human studies	2	0	0	1	1	2	0	1	1	0	2	0	1	1	0
Civics and citizenship education	0	0	0	0	0	1	0	0	0	1	2	0	1	0	1
Music	6	0	2	2	2	4	0	1	2	1	3	0	1	1	1
Art	4.5	0	1.5	1.5	1.5	3	0	1	1	1	3	0	1	1	1
Crafts	4.5	0	1.5	1.5	1.5	0	0	0	0	0	0	0	0	0	0

	First stage of study					Second stage of study					Third stage of study				
	K	L	1 st grade	2 nd grade	3 rd grade	K	L	4 th grade	5 th grade	6 th grade	K	L	7 th grade	8 th grade	9 th grade
English	19	0	5	6	5	13	0	5	3	3	6	0	2	2	2
Literature (in English)	0	0	0	0	0	4	0	0	2	2	6	0	2	2	2
			5	6	5			5	5	5			4	4	4
International students															
Estonian as a foreign language	3	0	1	1	1	6	0	2	2	2	9	0	3	3	3
Crafts, home economics and technology education	0	0	0	0	0	5	0	1	2	2	5	0	2	2	1
Physical education	8	0	2	3	3	8	0	2	3	3	6	0	2	2	2
Conscious learner	3	0	1	0	2	1	0	1	0	1	1	0	0	0	1
		0					0					0			
Total			20	23	25			25	28	30			30	32	32

*Integrated Estonian language lessons take place throughout the school year in an Estonian-speaking environment applying the language immersion methodology. The content of the study includes field trips focused on the Estonian language and culture, visits to Estonian-language events, cultural events and natural objects.

Application of transdisciplinary themes and integration

Transdisciplinary themes are a tool for the integration of general and field competences, subjects and subject areas and are taken into account in shaping the school environment. The aim of addressing transdisciplinary themes is to develop knowledge, skills, attitudes, values and standards of behaviour in areas that have points of contact with a wide range of subjects.

The teaching of transdisciplinary themes at Tartu International School is implemented through the functioning of the entire school organisation: curricula and syllabuses; exploratory learning modules based on IB learning principles; modes of teaching; the mental, social and physical learning environment of the school; transdisciplinary, interclass, school-wide, county-wide, nationwide and international projects; elective courses; creative project integrating various subjects; extracurricular

learning activities; hobby groups; school traditions.

The transdisciplinary themes addressed in academic and educational activities are the following:

Life-long learning and career planning – we aim to shape a student into a person who is ready to learn throughout their life, to take on different roles in a changing learning, living and working environments, and to shape their life through informed decisions, including making reasonable professional choices;

The environment and sustainable development – we aim to shape the student into a socially active, responsible and environmentally conscious person who preserves and protects the environment and, valuing sustainability, is ready to find solutions to environmental and human development issues;

Citizens' initiative and entrepreneurship – we aim to shape the student into an active and responsible member of community and society who understands the principles of how societies function and the importance of a citizens' initiative;

Cultural identity – we aim to shape the student into a culturally conscious person who understands the role of culture in shaping the way people think and behave and how cultures change throughout history; who values their own culture and cultural diversity and is culturally tolerant and cooperative;

Information environment – we seek to develop the student into an information-conscious person who perceives and is aware of the surrounding information environment, is able to critically analyse it and act according to the goals and communication ethics embraced in society;

Technology and innovation – we aim to shape the students into innovative and skilled persons who can use modern technologies purposefully and can cope in a rapidly changing technological environment of life, learning and work;

Health and safety – we seek to shape the students into a mentally, emotionally, socially and physically healthy members of society who make healthy choices, act safely and contribute to a safe environment that promotes health;

Values and behaviour – we seek to shape the student into an ethically developed person who knows the generally accepted values and principles of behaviour in society, follows them in and outside school, does not remain indifferent if they are ignored, and intervenes where necessary within the limits of their abilities.

Language learning and additional courses

The language of instruction of Tartu International School is English. When starting their studies at school, the students' English proficiency level varies greatly. Learning in English is supported by the use of an integrated subject and language learning methodology in all subject classes.

Estonian is learned either as a foreign language or mother tongue in TIS. Estonian as a foreign language is taught according to the curriculum of the "Estonian as a foreign language" and Estonian as a mother tongue is taught according to the curriculum of the "Estonian as a native language". Estonian language studies begin in the 1st grade.

The language of instruction of the school, English, is considered by the school as foreign language A within the meaning of the Estonian national curriculum, while the German language starting in the 4th grade is considered by the school as foreign language B. Students who speak English as their mother tongue study at the native language level that is guaranteed by the English language curriculum, which specifically outlines the learning outcomes for both the foreign language and the native language learners.

The school supports the learning of different languages, for example by organising language groups, language learning in cooperation with partners, and by offering help in the organisation of native language learning. For students whose mother tongue is not the language of instruction or who speak a language other than the language of instruction at home with at least one parent, the school provides language and cultural instruction if at least ten students with the same mother tongue or with the same language of communication wish the school to do so.

In addition to the subjects set out in the national curriculum, a school with a language of instruction different from Estonian can determine the use of two weekly classes

at the first school stage, one at the second school stage and one at the third school stage. Based on the specifics, values and objectives of the teaching and educational activities of TIS, the school has created the elective course "Conscious learner", which is studied as part of the curriculum at the first school stage for two hours a week and at the second and third school stages for one hour a week.

Specifications made in the names of subjects or study volumes stipulated in the national curriculum and justifications for making the specifications

Estonian

Depending on the school's student population, the Estonian language is studied at TIS either as a foreign language (according to the curriculum of the "Estonian as a foreign language") or as a mother tongue (according to the curriculum of the "Estonian as a native language"). The school supports the integration of international students into the Estonian cultural sphere. For this purpose, Estonian language studies in subject classes are taken into account as part of Estonian language studies integrated with other subject classes, and Estonian language and culture studies outside the classroom (field trips, hikes and tours in the sphere of Estonian language and culture, cooperation with Estonian schools, theatre performances in Estonian, etc.).

Students studying Estonian as their mother tongue in the first stage of school have one extensive Estonian language lesson per week. The extensive Estonian language course follows either the Estonian native language curriculum or the student's individual curriculum. The lesson focuses on the acquisition of basic skills in one's mother tongue (reading, writing).

English

In the first and second school stages, international students have one extensive English lesson per week, which follows either the English language syllabus or the student's individual curriculum. The lesson focuses on the acquisition of basic skills in the school's language of instruction.

Conscious learner

As an IB school, the goal of TIS is to shape students into informed persons who study all their life. The syllabus “Conscious learner” is based on the IB framework curriculum. The first school stage focuses on healthy choices and the balance between mental and physical health, the second school stage on developing self-aware learners, and the third school stage on self-driving learners and their personal development and well-being.

Mathematics

The first school stage has one additional and the second school stage two additional extensive mathematics lessons per week. In the class, extensive attention is paid to the validation of basic skills in mathematics.

Nature studies

The first school stage has one additional extensive lesson in natural science. During the lesson, extensive attention is paid to project learning applied in IB training.

IV ACTIVITIES DESIGNED TO DIVERSIFY THE LEARNING ENVIRONMENT

Tartu International School is based on the principle that you can study anywhere. Diversifying activities are planned in cooperation with the whole school and presented in the school's general work schedule.

The learning environments used at school and the activities that diversify them include:

- participation in collaborative networks (e.g. Moving School, Health Promoting School, Eco-School);
- outdoor learning around the school (e.g. school outdoor area, city, parks);
- outdoor learning in environmental education centres (e.g. hiking trails, nature centres, farms);
- use of learning environments available in the community (e.g. for technology teaching, also museums, theatres, etc.);
- e-learning;
- digital learning environments;
- inter-school events;
- recreational education at school;
- a wide range of learning resources;
- exploratory studies;
- a positive and inspiring atmosphere created by the students and staff of the school.

V PROCEDURE FOR SELECTION, SUPERVISING, DRAFTING AND EVALUATION OF CREATIVE PROJECTS

At the third school stage, students are required to carry out a creative project which integrates various subjects, the topic of which is based on the transdisciplinary themes. The narrower subject selection is made by the student in cooperation with his or her supervisor. The creative project can be research work, a project, an artistic work or something similar. It may be completed either individually or collectively. Completing a creative project is one of the conditions for graduating from basic school. The creative project, which integrates various subjects, is carried out in the 8th grade at TIS.

The creative project is a guided learning process in which the student applies acquired independent work skills and knowledge, develops creativity and anchors and consolidates what they have learned at school. The student generally chooses a supervisor for the creative project from among the school teachers.

Procedures for compiling a creative project, assessment and schedule are introduced to students at the beginning of each academic year. The evaluation of creative projects takes into account the realisation, volume and content of the work and performance in the Creative Projects Conference. The topic and grade of the creative project are indicated on the certificate of graduation.

At the end of the second stage of school, in the final year of the IB Primary School Program (IB PYP), students perform a creative project as a team. One vital, globally important topic will be explored in the course of the creative project. The creative project ends with a presentation (exhibition), attended by the whole school.

The aim of the creative project in the IB study program is to apply the acquired knowledge and skills. By doing creative projects, students demonstrate themselves as IB learners: responsible, self-driven, conscious and communicative citizens of the world.

VI PROCEDURE FOR STUDENT DEVELOPMENT, LEARNING SUPPORT AND ASSESSMENT

The purpose of assessment is the following:

- 1) support the student's development;
- 2) provide feedback on the student's academic progress;
- 3) inspire and direct the student to study with determination;
- 4) guide the development of the student's self-esteem and support the student in choosing their future path of education;
- 5) direct the activities of the teacher in supporting the student's learning and individual development;
- 6) provide the basis for transferring the student to the next class and making the decision to graduate.

Principles and organisation of assessment

Tartu International School uses a variety of assessment methods, assessment tools and means, which the teacher has been given freedom and responsibility to choose from and which must be in line with the school's educational principles.

The assessment systems used at school are as follows:

	Descriptive Verbal Assessment <i>very good, good, needs support, not applicable.</i>	Alphabetical system A-F	Non-differential <i>passed with distinction, passed, not passed</i>
First stage of study	+	None	None
Second stage of study	None	+	+
Third stage of study	None	+	+

The assessment criteria are the learning outcomes indicated in the curriculum. The assessment compares the student's development with expected learning outcomes and pre-set objectives.

In the first stage of school, **verbal evaluations**, with no numerical equivalent, are used for the assessment of the pupil. Starting from the second stage of school, the assessment in TIS is carried out **in the alphabetical system**. In grades 4–8, **non-differentiated assessment** is applied in the subjects of creativity and skills (conscious learner, physical education, music, arts, crafts, home economics and technology). The result "passed" assesses a student who has achieved the learning goals. The result "passed with distinction" is awarded for outstanding learning outcomes. If a student has not achieved the learning goals, their learning outcome will be assessed with a grade of "not passed".

Assessment system and conversion to five-point scale

Grade	Description	Correct answer percentage	Equivalent in five-point scale
A	Excellent performance, reaching the learning outcomes and their application are outstanding.	100 - 91	5
B	Very good knowledge of the content of what has been learned and very good ability to apply it, but there are mistakes in the answers which are not substantive or fundamental.	90 - 81	5 (90%) 4
C	Good theoretical and practical knowledge, good ability to apply what has been learned.	80 - 71	4 (75 – 80%) 3 (71 – 74%)
D	Knowledge of important theoretical and applied principles, facts and methods, as well as the ability to apply them in typical situations, but noticeable shortcomings and uncertainties are manifested in the answers.	70 - 61	3
E	The student has acquired a minimum level of knowledge, but there are serious shortcomings in their implementation.	60 - 50	3
F	The learning outcomes of the period or theme under consideration do not allow the student to cope without significant difficulties in further learning or further life; there is no development of students in terms of their learning outcomes.	49 - 0	2 (20 – 49%) 1 (0 – 19%)
PD	Passed with distinction. Excellent performance, learning outcomes and their application are outstanding.		A
P	Passed.		B-E

	A student has achieved the learning outcomes and development goals set by the curriculum on which their studies are based.	
NP	Failed. The student has not fulfilled the goals set for their studies and has not acquired the desired learning outcomes at a sufficient level.	F

Formative Assessment is a process that helps students and their teachers understand how far students have come with their studies, helps set new goals and choose methods. Formative assessment focuses above all on comparing the student's development with their previous accomplishments. One instrument used for formative assessment is the portfolio.

Summative assessment is based on comparing a student's subject-related knowledge and skills with the expected learning outcomes and objectives set for the student in the syllabus on which the student's study is based. A summative assessment is the aggregation of grades into semi-annual or annual grades. The summative grade is formed from the grades/assessments given both alphabetically and verbally.

Parent-teacher conferences

One of the tools supporting the assessment is the parent-teacher conference, which takes place twice a year and is based on the student's self-analysis. The purpose of this conference is to provide feedback on the development of the student, set goals for the next period, encourage and maintain communication between home and school, between the child and parents and teachers.

Assessment in the IB Primary Years program

In the IB school, five areas of student development are assessed: the student's attitude, skills, action, understanding and knowledge. Based on the learner's profile, feedback is given on subject-related, social and learning skills. One of the tools supporting the assessment is the student-led parent-teacher conference, which takes place twice a year and is based on the student's self-analysis.

Assessment of conduct and diligence

The purpose of the assessment of conduct and diligence is to direct the student to comply with the generally accepted standards of behaviour and morality and to comply with the requirements of the rules of procedure of the school. Furthermore, it is in place to motivate the student to perform study tasks with care and be active and sympathetic both in the lesson and in extracurricular activities.

Behaviour assessment:

<p><i>Exemplary ~ Very good</i></p>	<p>A student who adheres to generally accepted standards of conduct and morality, fulfils the requirements of the school's rules of procedure in an exemplary and consistent manner and seeks to positively influence the atmosphere in the group. A student with no notes, delays and absences without cause.</p>
<p><i>Good</i></p>	<p>A student who adheres to generally accepted standards of conduct and morality, complies with the obligation to attend school and the requirements of the rules of procedure of the school, but who has individual shortcomings in it.</p>
<p><i>Satisfactory (Second and third stage of study)</i></p> <p><i>Needs support (First stage of study)</i></p>	<p>A student who generally adheres to generally accepted standards of conduct and morality, generally complies with the requirements of the rules of procedure of the school and the obligation to attend school, but who has a history of mistakes, which are reflected in the e-diary. The student needs the attention and guidance of teachers and parents.</p>
<p><i>Not satisfactory (Second and third stage of study)</i></p> <p><i>Needs support (First stage of study)</i></p>	<p>A student who does not comply with the requirements of the school's rules of procedure, the obligation to attend school, does not follow generally accepted standards of conduct and morality and is not subject to the requirements of the teacher(s). A student's behaviour is also judged "not satisfactory" for a single unlawful act or inconsistent behaviour.</p>

Diligence assessment:

<p><i>Exemplary ~ Very good</i></p>	<p>A student who is always conscientious about study tasks, is hardworking and consistent, studies all subjects to the best of their abilities, shows initiative and completes all started tasks. Always carries with them the necessary learning aids and ensures that they are in good condition.</p>
<p><i>Good</i></p>	<p>A student who is conscientious about learning tasks, is independent and diligent, and learns to the best of their abilities. The necessary learning aids are missing on a few occasions and/or there are individual shortcomings in their maintenance.</p>
<p><i>Satisfactory (Second and third stage of study)</i></p> <p><i>Needs support (First stage of study)</i></p>	<p>A student who, in general, performs their learning tasks, but is not consistent enough and does not study all subjects according to their abilities and level of development.</p> <p>The necessary learning aids are often lacking and/or there are serious deficiencies in their upkeep, occasionally not completing their homework.</p>
<p><i>Not satisfactory (Second and third stage of study)</i></p> <p><i>Needs support (First stage of study)</i></p>	<p>A student who does not study according to their abilities, takes a sloppy and irresponsible attitude towards study tasks, does not fulfil the demands of teachers in classes, often fails to complete his homework tasks.</p>

Procedure for supervision and retaking the task

The purpose of supervision is to give the student the opportunity to achieve the expected learning results even in the event that the application of skills and knowledge fails on the first attempt.

If the written or practical work, oral answer, practical activity or its result is assessed with the grade "F" or "failed" or a grade is not given, the student will have an opportunity to retake the task.

TIS is guided by the principle that retaking the task is the exception, not the norm. Positive grades/assessments cannot be improved. You can retake the task once. Supervision and retaking the task is carried out by agreement between the student and the teacher within ten working days from the moment the grade is entered into the e-diary. In the event of justified absence, the time limit shall be extended according to the number of days missed.

If the assessment identifies the use or write-off of extraneous assistance by a student, the corresponding oral response, written or practical work, practical activity or its result may be assessed with a grade "F" or "failed". In this case, the teacher may assign retaking the task to the student.

Procedure for appealing grades and assessments

The student or their legal representative has the right to appeal the grades/assessments within ten days of becoming aware of the grade/assessment, first asking the subject teacher for an explanation. If the reasoning of the subject teacher does not satisfy the student or their legal representative, the student's legal representative has the opportunity to submit a corresponding written application with the reasons to the head of the school.

The head of the school shall make a decision and notify the applicant thereof in writing within five working days from the day of adoption of the decision. The head of the school may, if necessary, convene a committee to consider appealing the grade or assessment. Each appeal shall be examined individually.

Leaving school and transferring to the next class

Upon the pupil's departure from the school, the consolidated grades for that academic year, and the grades received during the quarter in progress, shall be converted to a five-point scale.

When a student leaves school or is transferred to another class, the verbal assessments for the current school year, which serve as the basis for transferring the student to the next class, are converted to the school's grade scale.

The assessment of the student, transfer to the next class, additional study, and repeating the class course are set out in the School Assessment Manual.

VII ORGANISATION OF PROVIDING INFORMATION AND COUNSELLING FOR STUDENTS AND PARENTS

The school provides the student and the parent with the information on the student's development and coping at school as well as with the information on the organisation of study and education and further learning opportunities. Information and counselling for students and parents is supported by open communication between school and home, an inclusive school culture, and flexible administration.

When a student starts studying at school, communication is emphasised. The initial information and counselling of the student and parents takes place at an individual family interview before admission to the school. After admitting a student to school, an observation period is applied, during which all people working with students monitor the child's development and coping at school.

The student and parents receive feedback on the student's development during an interview with the class teacher or subject teacher, through parent-teacher conferences and an e-diary. Students and parents can get information about the organisation of learning and education from the school's website, e-diary, school social media channels, by email, at parent meetings, at class meetings, at biannual parent-teacher conferences or in direct communication with the class teacher or subject teacher.

The school provides students and parents with educational, social pedagogic, psychological, special education and school organisation counselling. If counselling is needed, the class teacher is usually the primary contact person. Counselling is carried out as follows: study-related questions – subject teacher; social pedagogic issues – class teacher or social pedagogue; special education issues – SEN coordinator or special education teacher; psychological issues – school psychologist; issues related to the organisation of the school - the head of studies and the principal.

The school organises the provision of information to students and parents about further learning opportunities and ensures that students have access to career services (career studies, information and counselling).

VIII PRINCIPLES OF ORGANISATION OF STUDIES FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

Tartu International School applies the principles of inclusive education, which means that every child is offered an educational organisation that meets their abilities and needs. In case of special educational needs arising from learning difficulties, health status, disability, behavioural and emotional disorders, prolonged absence from studies, insufficient knowledge of the language of instruction of the school, ignorance of the Latin alphabet or a different cultural background, the following options are available to support the student:

- individual support by the class teacher;
- individual instruction by the subject teacher;
- changes in the learning environment and/or organisation of studies caused by special needs;
- implementation of study assistance;
- preparation and implementation of an individual curriculum;
- behaviour support plan;
- consultations of a speech therapist, social pedagogue, special education teacher, psychologist;
- referral to counselling by extracurricular specialists.

In case of special educational needs, which are expressed in strong motivation and/or higher mental or special abilities and/or creativity, the following options are available to support the student's development and motivation according to the field of talent:

- individual instruction by the class teacher and/or subject teacher;
- participation in projects;
- participation in competitions, subject Olympiads, student conferences and hobby groups;
- preparation of a creative project;
- performance at joint events;
- individual approach and extensive learning.

The identification and implementation of special educational needs of students is explained in the procedure for implementing support services at Tartu International School.

IX ORGANISATION OF CAREER STUDIES AT TARTU INTERNATIONAL SCHOOL

Through career studies, the student is supported in assessing their personality traits and abilities, as well as concrete opportunities. Career studies help relate a student's expectations of a career to a real work environment.

Career counselling applies primarily through the transdisciplinary theme "Lifelong Learning and Career Planning". Based on this, suitable topic approaches, examples and methods are introduced into the subject study, cross-subject, interclass and school-wide projects are carried out. Career study activities also include e.g. field trips to companies, international projects, thematic creative competitions, student fair visits, meetings with representatives of various professions, personal and group counselling, parent meetings, introduction of further learning opportunities. An important part of career studies is also the subject "Conscious Learner", which is taught in grades 1, 3, 4, 6 and 9. Students in the 9th grade also spend one day in a workplace as "job shadows".

X PRINCIPLES OF TEACHER COOPERATION AND WORK PLANNING

One of the central values of Tartu International School is the consistent cooperation of teachers. The school's organisational culture is characterised by a collegial and trusting atmosphere, which in turn supports high-level teaching based on common values.

The forms of teacher cooperation are:

- meetings of the academic council;
- weekly briefings;
- PYP planning workshops;
- joint planning seminars at least three times a year;
- meetings of network teams;
- management meetings;
- organisation of school-wide events;
- supervision of new employees by experienced employees;
- exchange of information via e-diary and mailing lists;
- discussion and improvement of the school development plan, curriculum and syllabus;
- employee supervision and wellness events.

If needed, teacher teams are formed to deal with the development of the school or any other topic of educational activities that is currently relevant for the school.

A teacher is a professional in their work who plans the work schedule according to needs, based on school-wide agreements, cooperation agreements, events, the school's work plan, field trips and general objectives of educational work.

Each subject teacher chooses the most appropriate methods and approaches to the subject and class, based on the school curriculum, and takes into account the material and mental resources of the school, also in relation to the specifics, educational principles and culture of the school.

XI CURRICULUM RENEWAL AND SUPPLEMENTATION PROCEDURE

The curriculum of TIS is compiled and developed in cooperation by students and teachers, management, the school board, parents, the owner, other educational institutions and organisations.

Curriculum development is an ongoing process. The principal is responsible for the democratic organisation of the preparation and development of the curriculum of TIS. The development of syllabus is handled by subject teachers, who submit amendments to the head of studies. The curriculum is updated and supplemented at least once during the academic year.

Amendments are submitted to the student council, the school board and the academic council for their opinion. Curriculum updates are approved by the owner of the school.