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Who we are

Vision
Reimagining education for a changing India

Mission
Building knowledge, self-awareness and relationships with people and the environment, to lead happy, healthy, impactful lives.

Core Values
GRIT, HONOR & GRACE

- Grit: Passion and perseverance in pursuit of clear and balanced goals
- Honor: Ethical choices reflecting integrity, strong traditions and respectful beliefs
- Grace: Relationships based on mutual respect - treating people well
Founder’s Note

Building knowledge, self-awareness and relationships with people and the environment to seek happy, healthy, impactful lives. I believe in equality of opportunity – and the only route to it is finally through great education. When Gandhi came back from South Africa in 1915, Gokhale told him to “Make India proud of herself”. I find solace in the thought that Neev students will complete what Gokhale and Gandhi started. I hope to create academic institutions that remain true to our mission and values and outlast me, my generation, and many others; schools where Neev alumni are proud to send their great grandchildren to, for an education that continues to stand for excellence forever. Neev Academy is an intellectually challenging, creatively vibrant, and diverse community of children and teachers set up to meet the needs of a changing India with the return of city center schools where children don’t have long commutes.

It is a school that moves beyond either/or, achieving academic excellence through building critical thinking skills and nurturing socio-emotional development, developing engaged learners who aim to be thought leaders. We recognize that what has helped some of us succeed, will not meet the needs of our children in a rapidly globalizing world, where value moves from resources to knowledge to ideas; a world where joining the dots is as essential as the strength of those dots. Our mission is a living statement that we embed into practice through curriculum, learning culture, travel, sports, the arts, the sciences and much else, learning from the world around and building towards the world we want to live in, building the core values of Grit, Honor and Grace. Our goals come alive in best practices, contemporary educational experience, which is fun, challenging, creative and collaborative while making space for individual excellence. Do join us on this learning journey.

Kavita Gupta Sabharwal
Founder & Head of School
“Be the change you wish to see in the world” – Mahatma Gandhi
Dear Parents,

John Dewey stated, "We do not learn from experience ... we learn from reflecting on experience."

Being reflective to our own learning and experiences enables to assess and understand our strengths and challenges in order to support learning. Through reflection, we gain new knowledge, to further think about ourselves, our environment, and how we can contribute to enrich our lives. To endeavour this, we need to have the right mindset and skill set. The mindset is a set of beliefs that motivate us and is often what needs to be in place in order to develop new skill sets.

To cultivate growth mindset is important to create a balanced learning ecosystem in which teachers work together in collaboration with students. An environment that creates lifelong learners within the school community, who are enthusiastic about learning and take responsibility for their learning. Developing an ecosystem in which we value diversity and recognising that different people bring different perspective, ideas, knowledge and culture; and that differences bring great strength to our school community.

The PYP program challenges every individual student and nurtures academic rigour that’s develops a growth mindset. Our program supports the views that students learn best when the learning is authentic, transdisciplinary, and relevant to the real world; where the learning is not confined within the boundaries of traditional subject areas but is supported and enriched by them. Experiential learning is an integral part of our curriculum that nurtures the passion for learning, leaving students to explore and understand concepts and build knowledge. The curriculum is spiralling and aligned vertically and horizontally, where learning is spread over time focusing on learning from the past while reimagining and remaining open to future innovations.

It’s a joy to be part of this organisation that aims to promote academic excellence, personal integrity and responsible citizenship.

Shanthi Raghunath
Head of Primary School - Yemalur Campus
Tom Peter states, “Leaders don’t create followers, they create more leaders.” I believe, building leadership in all areas will lead us to successfully achieve our vision - “Reimagining Education in a changing India” Focusing on individual's strength, valuing their expertise first, builds a relationship with each individual pushing them to be better everyday. It’s also important to build, open and transparent environment by providing opportunities to collaborate and bring in different voices to continuously learn and grow.
In short my philosophy is, building relationship, developing leadership and creating a hub for learning, for the whole Neev community”.

Shanthi Raghunath - Head of Primary School - Yemalur Campus

Neev, a dynamic and energetic learning environment is designed to enhance the childís innate sense of curiosity and creativity. As an authorized PYP school, we earnestly strive to meet the unique needs of students learning with the spirit of inquiry.

The Neev PYP is designed, keeping these goals in mind. We are continuously striving to implement and adhere to the principles laid out by the IB PYP. We work on developing the studentsí academic, social and emotional well-being.

We focus on inculcating international-mindedness and strong and personal values in our students. We strongly believe that students must deeply internalize the belief that learning is a lifetime journey and that it is much more than mere accumulation of facts and figures.

The school has excellent infrastructure with thoughtfully created spaces. We believe that this provides our children ample room to explore their creativity and express themselves.

I look forward to welcoming you into our community and earnestly hope that you personally experience the happiness, warmth and the joy of learning and discovery.

Soumya Anil Venkatram – PYP Coordinator - Yemalur Campus

“As a School Administrator I am committed to maintaining a clean and green environment in the School Campus to bring in social consciousness that promote healthy and safety of students, teachers and the whole school community”.

Hari Krishna Paidi Lakshmaiah - Head of Administration
The role of the admissions team is to give you the information you need to decide if Neev Academy is the right school for your child and, if so, to help you through the enrolment process. We hope you will want to visit our school with your child and there is no substitute for seeing the school in action. We understand that any transition can be challenging and we are here to help and support the student and the family to be a part of the Neev ecosystem.

Being a full continuum IB School, we offer the PYP (Primary Years programme), MYP (Middle Years programme), and the Diploma Programme. In the middle school (G6 to G10), we also offer ICSE curriculum as an alternate curriculum. It is our endeavour to admit all students who show the readiness required for the grade level applying for, can meet the demands of the curriculum and possess the right attitude towards learning, based on the availability of seats.

The success of our students is due to the culture of mutual respect, collaborative and supportive outlook within their group and from the faculty. The learning experiences at Neev empower students to make choices that help them become healthy, happy individuals who will work towards making an impact in society and the world at large, going forward.

Aparna Singh - Head of Admissions and Student Support
International Baccalaureate

IB Mission statement
The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

International Mindedness
International-mindedness is a view of the world in which people see themselves connected to the global community and assume a sense of responsibility towards its members. The learner profile and approaches to learning provide the dispositions and foundational skills for the development and demonstration of international-mindedness. The learning community envisions, creates, articulates, and models a culture of international-mindedness. An internationally minded learner takes action for positive change.

The learner profile attributes and the approaches to learning (ATL) provide the foundational skills and dispositions for the development of international-mindedness. An internationally minded learner:

- is a competent communicator
- is open-minded and knowledgeable
- is a caring and principled thinker
- uses his or her curiosity and research skills to inquire about the world
- thinks and reflects critically about opportunities and challenges
- takes action for positive changes (for example, to promote intercultural understanding, foster caring relationships, to care for self and others)
- takes risks to further self-develop and understand others.
International mindedness and intercultural understanding hold a prominent place at Neev. The attributes of the learner profile is meant to create international minded individuals who, through their knowledge and understanding of concepts, ideas and issues of local and global significance, recognise “our common humanity and shared guardianship of the planet”. This entails understanding and appreciating one’s own culture and personal histories and being open to the perspectives, values and traditions of other individuals and communities. At Neev Academy, this finds expression not only in the general ethos of the school environment, but also in its concentrated exploration in academic studies, field trips and discussions. School-wide reading programs, literature festivals, language day celebrations and a carefully curated CAS program help widen the Neev child’s worldview so that they become true connoisseurs of variety and diversity.
Learner Profile

**IB learners strive to be :**

<table>
<thead>
<tr>
<th>Inquirers</th>
<th>We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledgeable</td>
<td>We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</td>
</tr>
<tr>
<td>Thinkers</td>
<td>We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</td>
</tr>
<tr>
<td>Communicators</td>
<td>We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</td>
</tr>
<tr>
<td>Principled</td>
<td>We act with integrity and honesty, with a strong sense of fairness, justice and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</td>
</tr>
<tr>
<td>Open-minded</td>
<td>We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</td>
</tr>
<tr>
<td>Caring</td>
<td>We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and the world around us.</td>
</tr>
<tr>
<td>Risk-takers</td>
<td>We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</td>
</tr>
<tr>
<td>Balanced</td>
<td>We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize interdependence with other people and with the world in which we live.</td>
</tr>
<tr>
<td>Reflective</td>
<td>We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</td>
</tr>
</tbody>
</table>
The IB Continuum at Neev (PYP, MYP and DP)

The IB continuum of international education for 3 –19 year olds is unique because of its academic and personal rigour. It challenges students to excel in their studies and in their personal growth. They aim to inspire a quest for learning throughout life that is marked by enthusiasm and empathy. The IB aspires to help schools develop well rounded students with character: students who can respond to challenges with optimism and an open-mind; student’s confident in their own identities; students who make ethical decisions; students who join with others in celebrating our common humanity; students who are prepared to apply what they learn in real world, complex and unpredictable situations.

The IB offers high-quality programmes of international education that share a powerful vision.

_Neev Academy is authorised by the IB to offer the Primary Years, Middle Years and Diploma Programme._

<table>
<thead>
<tr>
<th>Programme by IB</th>
<th>Year of inception</th>
<th>Offered at Neev Academy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Years Programme</td>
<td>1997</td>
<td>Yes</td>
</tr>
<tr>
<td>Middle Years Programme</td>
<td>1994</td>
<td>Yes</td>
</tr>
<tr>
<td>Diploma Programme</td>
<td>1968</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Facilitating the Transition Among IB Programmes

The diagram below is taken from Towards a Continuum of International Education (September 2008). This diagram outlines the key features of the three IB programmes.

<table>
<thead>
<tr>
<th></th>
<th>PYP</th>
<th>MYP</th>
<th>DP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nature</strong></td>
<td>Framework</td>
<td>Framework</td>
<td>Prescribed curriculum</td>
</tr>
<tr>
<td></td>
<td>Inclusive</td>
<td>Inclusive</td>
<td>Aimed at preparing students for higher</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>education</td>
</tr>
<tr>
<td><strong>Structure</strong></td>
<td>Transdisciplinary units of Inquiry</td>
<td>Organised around disciplines and</td>
<td>Organised around disciplines with theory of</td>
</tr>
<tr>
<td></td>
<td></td>
<td>interdisciplinary global contexts</td>
<td>knowledge connecting the disciplines</td>
</tr>
<tr>
<td>**How is the</td>
<td>Internal assessments of all aspects</td>
<td>Internal assessment based on subject</td>
<td>External moderation of internally assessed</td>
</tr>
<tr>
<td>programme assessed</td>
<td>of students learning</td>
<td>specific criteria, school can opt</td>
<td>work and external examinations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>for e Assessments</td>
<td></td>
</tr>
<tr>
<td>**Learning to</td>
<td>Transdisciplinary concepts and</td>
<td>Approaches to learning</td>
<td>Theory of knowledge</td>
</tr>
<tr>
<td>learn**</td>
<td>skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>**Learning through</td>
<td>Action</td>
<td>Service as action</td>
<td>Creativity, activity and service</td>
</tr>
<tr>
<td>experience**</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Language learning</strong></td>
<td>Support for mother tongue</td>
<td>Support for Mother tongue/best</td>
<td>Support for Mother tongue/best language</td>
</tr>
<tr>
<td></td>
<td>development</td>
<td>language development</td>
<td>development, school supported, self taught</td>
</tr>
<tr>
<td></td>
<td>(School’s additional language from</td>
<td>(students additional</td>
<td>language A courses (students additional</td>
</tr>
<tr>
<td></td>
<td>age 5)</td>
<td>Acquisition)</td>
<td>language B)</td>
</tr>
<tr>
<td>**Culminating</td>
<td>Exhibition</td>
<td>Personal project</td>
<td>Extended essay</td>
</tr>
<tr>
<td>experience that</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>synthesizes learning</td>
<td></td>
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</tr>
</tbody>
</table>

IB MISSION STATEMENT

IB LEARNER PROFILE
The Primary Years Programme (PYP)

The PYP Curriculum Framework

The PYP curriculum framework is uniquely adaptable to state and national standards. Guided by six transdisciplinary themes of global significance, students deepen their learning by developing their conceptual understandings; strengthening their knowledge and skills across and beyond subject areas. The essential elements - knowledge, skills, concepts, dispositions and action are intrinsically related and connected components of PYP that allows our schools to build relevant curriculum that educate the whole child and make them life-long learners, these together with the acquisition of the learner profile leads to the development of International mindedness.

An aim of the PYP is to create a transdisciplinary curriculum that is engaging, relevant, challenging and significant for learners in the 3–12 age range. In developing a curriculum of international education for primary school students, the PYP definition of curriculum is broad and inclusive. The IB believes that:

- all students should be supported to participate in the programme to the fullest extent possible
- the school’s curriculum includes all those student activities, academic and non-academic, for which the school takes responsibility, since they all have an impact on student learning.
A PYP school needs to demonstrate that all teaching and learning for which it is responsible is seen as an interpretation of the PYP in action. The influence of the PYP is pervasive within a school and has an explicit impact on all aspects of the functioning of the school community. The school community needs to accept that the effect of the PYP will be systemic and all encompassing, so that change takes place within the school for the betterment of all students. One of the aims of the PYP is to ensure that students experience coherence in their learning, regardless of which teacher has responsibility for them at any particular point in time.

At the heart of the PYP curriculum is “Agency” - where students have voice, choice and ownership for their own learning. When students have agency, the relationship between the teacher and students become a partnership. Students with a strong sense of self-efficacy bring a stronger sense of agency to the learning community. The learning community supports agency and fosters self-efficacy.

The PYP framework supports the symbiotic relationship between the learner, learning and teaching and the learning community. Transdisciplinarity serves as an organizing principle for the written, taught, and assessed curriculum within learning and teaching. The intended output of the PYP framework and curriculum model is an educational experience that is coherent in all its aspects.
Connecting the learner
By design, the language and intent of the transdisciplinary themes encourage students to share their voices and to explore their common ground collaboratively, from the multiple perspectives of their individual experiences and backgrounds. This sharing of experience increases students’ awareness of, and sensitivity to, the experiences of others beyond the local or national community. Unplanned and planned access to learning and content are now given the same status, hence promoting learning that is more learner-centric and more accessible to them (Beane 1995). In highlighting the importance of student voice, the PYP transdisciplinary model upholds the belief that students are better served when we support knowledge as a socially constructed process rather than an end goal, fixed and universal.

Connecting learning and teaching
By design, PYP inquiry and concept-based learning align neatly with, and contribute to, the transdisciplinary model. Supported by the subject scope and sequence guidance and the key programme elements, the transdisciplinary themes provide the means for students and members of the learning community to engage in genuine dialogues. Emerging through the inquiry process, these dialogues bridge subject knowledge and individual and collective experiences to articulate new visions and solutions for a more peaceful world. Specifically, students and teachers engage with:

- the programme of inquiry—the structure that articulates loosely what, when and how to explore the transdisciplinary themes from 3–12 years
- concepts that have relevance across, between and beyond the subjects and that connect a wideranging knowledge to arrive at conceptual understandings
- the approaches to learning and approaches to teaching that are crucial for exploring subject knowledge in context with the transdisciplinary themes
- the opportunities to reflect and take action to enhance individual and collective understanding and learning or to address local and/or global challenges.

Connecting the learning community
The value of transdisciplinary learning is the integration of knowledge and experiences from different participants, disciplines and perspectives, and not merely those of any single individual. Transdisciplinarity calls for a collaborative, community-based approach to resolving issues, and to considering opportunities centred on common themes. Transdisciplinary learning is about the human subject, namely students, teachers, members of the wider learning community and the “emotional relations between them and the object of knowing …”

Many of the transdisciplinary themes, such as “Sharing the planet”, “Where we are in place and time” and “How we express ourselves”, signal a shared responsibility and invite communities to act based on collectively shared values and norms. Through the learning community, the PYP connects with the heritages of the host countries and with the principles of human development on which it is based. This sense and role of community in learning and teaching is a universal asset, particularly towards developing internationally minded individuals.
Elements of the PYP framework

A transdisciplinary education, allows us to establish links between persons, facts, images, representations, fields of knowledge and action and to discover the learning during our entire life. Organized around transdisciplinary themes of personal and societal significance, explored collaboratively by the students and teachers, and supported by the learning community and rigorous approaches to learning and approaches to teaching, the PYP framework:

- inspires a coherent educational experience that is broad, balanced and holistic
- incorporates the needs and developmental stages of students
- considers the knowledge, conceptual understandings, skills and dispositions students need to engage in a changing world
- embraces the principles of an equitable education.

In the PYP a balance is sought between acquisition of essential knowledge and skills, development of conceptual understanding, demonstration of the dispositions, and taking of responsible action. In terms of achieving this balance, the essential elements of the curriculum are emphasized. They are shown in the figure below.
Knowledge: what do we want our students to know

“To be truly educated, a student must also make connections across the disciplines, discover ways to integrate the separate subjects, and ultimately relate what they learn to life” (Boyer 1995). Ernest Boyer proposed that students explore a set of themes that represents shared human experiences such as “response to the aesthetic” and “membership in groups”. He referred to these as “core commonalities”. Boyer’s work has been seminal to the development of the PYP. Debate and discussion, representing multiple perspectives, about this idea of human commonalities has led to the selection of six transdisciplinary themes that are considered essential in the context of a programme of international education. These themes:

- have global significance – for all students in all cultures
- offer students the opportunity to explore the commonalities of human experience
- are supported by knowledge, concepts and skills from the traditional subject areas but utilize them in ways that transcend the confines of these subjects, thereby contributing to a transdisciplinary model of teaching and learning
- will be revisited throughout the students’ years of schooling, so that the end result is immersion in broad-ranging, in-depth, articulated curriculum content
- contribute to the common ground that unifies the curriculum in all PYP schools.

The transdisciplinary themes are cognitively and developmentally appropriate for young learners because they have enduring importance, and children can identify with them. The PYP themes are broad in scope and timeless by nature. Children do not come to school knowing the departmentalization of disciplines because their daily lives are not compartmentalized. Therefore, subject delineation is neither necessary nor natural. Even as subject-specific teachers at PYP schools extend their support for students transitioning to interdisciplinary and disciplinary thinking in the next stage of education in the MYP or other programmes, students will be best served by adopting the habits and methods of a disciplinary thinker within the broader transdisciplinary themes

<table>
<thead>
<tr>
<th>PYP transdisciplinary themes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who we are</strong></td>
</tr>
<tr>
<td>An inquiry into the nature of the self; beliefs and values; personal, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.</td>
</tr>
<tr>
<td><strong>Where we are in place and time</strong></td>
</tr>
<tr>
<td>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, form local and global perspectives.</td>
</tr>
<tr>
<td><strong>How we express ourselves</strong></td>
</tr>
<tr>
<td>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</td>
</tr>
</tbody>
</table>
How the world works
An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

How we organize ourselves
An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

Sharing the planet
An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

These units collectively constitute the school’s Programme of Inquiry (POI), The transdisciplinary themes provide a basis for much discussion and interpretation within a school, and allow for both local and global perspectives to be explored in the units.

Concepts: what do we want students to understand?
Central to the philosophy of the PYP is the principle that purposeful, structured inquiry is a powerful vehicle for learning that promotes meaning and understanding, and challenges students to engage with significant ideas. Hence in the PYP there is also a commitment to a concept-driven curriculum as a means of supporting that inquiry.

The decision to structure the PYP curriculum around important concepts is driven by the following beliefs.

- Education for the understanding of significant ideas has often been sacrificed for the memorization of isolated facts and the mastery of skills out of context. The expansion of the curriculum and the pressure to cover the syllabus have resulted in many students leaving school with superficial levels of understanding.
- By starting with the students’ prior knowledge, and by confronting and developing their earlier conceptions and constructs, teachers can begin to promote real understanding.
- The exploration and re-exploration of concepts lead students towards an appreciation of ideas that transcend disciplinary boundaries, as well as towards a sense of the essence of each subject area. Students gradually work towards a deepening of their conceptual understanding as they approach those concepts from a range of perspectives.
- Transdisciplinary units, where concepts are used to support and structure the inquiries, provide a context in which students can understand and, at the same time, acquire essential knowledge, skills and attitudes.
- A concept-driven curriculum helps the learner to construct meaning through improved critical thinking and the transfer of knowledge.
- Transdisciplinary concepts increase coherence across the curriculum.

<table>
<thead>
<tr>
<th>Key Concepts</th>
<th>Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form</td>
<td>What is it like?</td>
</tr>
<tr>
<td>Function</td>
<td>How does it work?</td>
</tr>
<tr>
<td>Causation</td>
<td>Why is it as it is?</td>
</tr>
<tr>
<td>Change</td>
<td>How is it transforming?</td>
</tr>
<tr>
<td>Connection</td>
<td>How is it linked to other things?</td>
</tr>
<tr>
<td>Perspective</td>
<td>What are the points of view?</td>
</tr>
<tr>
<td>Responsibility</td>
<td>What is our obligations?</td>
</tr>
</tbody>
</table>

Approaches to Learning (ATL) Skills: what do we want students to be able to do?

Approaches to learning (ATL) are an integral part of an IB education and complement the learner profile, knowledge, conceptual understanding and inquiry. These skills are grounded in the belief that learning how to learn is fundamental to a student’s education. Five categories of interrelated skills aim to support students of all ages to become self-regulated learners who know how to ask good questions, set effective goals and pursue their aspirations with the determination to achieve them. These skills also help to support students’ sense of agency, encouraging them to see their learning as an active and dynamic process.
However, the emphasis on the development of conceptual understanding does not preclude a recognition of the importance of developing skills. The construction of meaning and, therefore, of understanding is complemented by the students acquiring and applying a range of skills. These skills are best developed in the context of authentic situations such as those offered through the PYP units of inquiry.

When learning about and through the subject areas, students acquire the particular skills that define the discipline of those subjects. the PYP position is that, in order to conduct purposeful inquiry and in order to be well prepared for lifelong learning, students need to master a whole range of skills beyond those normally referred to as basic. These include skills, relevant to all the subject areas and also transcending them, needed to support fully the complexities of the lives of the students.

These ATL skills are valuable, not only in the units of inquiry, but also for any teaching and learning that goes on within the classroom, and in life outside the school.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Sub-skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking</td>
<td>• Critical-thinking skills (analysing and evaluating issues and ideas)</td>
</tr>
<tr>
<td></td>
<td>• Creative-thinking skills (generating novel ideas and considering new perspectives)</td>
</tr>
<tr>
<td></td>
<td>• Transfer skills (using skills and knowledge in multiple contexts)</td>
</tr>
<tr>
<td></td>
<td>• Reflection/metacognitive skills ((re)considering the process of learning)</td>
</tr>
<tr>
<td>Research Skills</td>
<td>• Information-literacy skills (formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating and communicating)</td>
</tr>
<tr>
<td></td>
<td>• Media-literacy skills (interacting with media to use and create ideas and information)</td>
</tr>
<tr>
<td></td>
<td>• Ethical use of media/information (understanding and applying social and ethical technology)</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>• Exchanging-information skills (listening, interpreting, speaking)</td>
</tr>
<tr>
<td></td>
<td>• Literacy skills (reading, writing and using language to gather and communicate information)</td>
</tr>
<tr>
<td></td>
<td>• ICT skills (using technology to gather, investigate and communicate information)</td>
</tr>
<tr>
<td>Social skills</td>
<td>• Developing positive interpersonal relationships and collaboration skills (using self-control, managing setbacks, supporting peers)</td>
</tr>
<tr>
<td></td>
<td>• Developing social-emotional intelligence</td>
</tr>
<tr>
<td>Self-management skills</td>
<td>• Organization skills (managing time and tasks effectively)</td>
</tr>
<tr>
<td></td>
<td>• States of mind (mindfulness, perseverance, emotional management, self- motivation, resilience)</td>
</tr>
</tbody>
</table>
The IB’s ATL aim to support student agency and the development of cognitive and metacognitive skills and dispositions so that students view learning as something that they “do for themselves in a proactive way, rather than as a covert event that happens to them in reaction to teaching” (Zimmerman 2000: 65). Together, these ATL help students think, research, communicate, socialize and manage themselves effectively.

Embedded within the ATL are digital literacy skills that can be an invaluable resource for information gathering or processing, as well as for critical and creative thinking, communication and collaboration.

By combining ATL and the attributes of the learner profile, PYP students become self-regulated learners. Self-regulated learners are agents of their own learning. They know how to:

- set learning goals
- ask open-ended questions
- generate motivation and perseverance
- reflect on achievement
- try out different learning processes
- self-assess as they learn
- adjust their learning processes where necessary
**Action: How do we want students to act?**

Action is connected to agency, the learner profile and international-mindedness. Action is authentic, meaningful and mindful. It is student-initiated and can be individual and collective. It can happen at any time; it can be short or long term, revisited or ongoing. Action is supported by the learning community.

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. PYP schools 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.

**Supporting action**

Teachers and other members of the learning community can support student action by:

- acknowledging the various forms of action that occur
- helping students connect action with lived /personal experiences
- engaging students in dialogue around what action is
- analysing the scope of possibilities for action
- encouraging students to consider the appropriateness and impact of their actions
- guiding students to reflect on their actions and adjust their course of action when necessary
- planning for inquiry that supports making informed choices
- providing opportunities for skills development that facilitates action
- collaborating as needed, to plan and carry out action
- allotting time for students to apply their learning about action
- supporting students in establishing and maintaining connections to local and wider communities by providing service learning opportunities, in response to need, such as volunteering.
Inquiry in the PYP

Inquiry, as the leading pedagogical approach of the Primary Years Programme (PYP) recognizes students as being actively involved in their own learning and as taking responsibility for that learning. PYP learning is approached with a spirit of inquiry. Drawing from the transdisciplinary themes and students’ interests, inquiry is an authentic way for students to relate to, explore and understand the world around them.

Inquiry is purposeful and authentic. It incorporates problem solving and supports students in achieving personal and shared goals. Inquiry extends students’ learning when the exploration of initial curiosity generates new questions and wonderings. By situating inquiry in meaningful contexts, connections are made between personal experiences to local and global opportunities and challenges.

Connecting passion with intention, the inquiry process builds capacity through student agency where voice, choice and ownership feature strongly.

Through the inquiry process, students move from current understandings to new and deeper understandings. This process involves:

- exploring, wondering and questioning
- experimenting and playing with possibilities
- making connections between previous learning and current learning
- making predictions and acting purposefully to see what happens
- collecting data and reporting findings
- clarifying existing ideas and reappraising perceptions of events
- applying concepts to deepen conceptual understandings
- researching and seeking information
- establishing and testing theories
- solving problems in a variety of ways
- taking and defending a position.
<table>
<thead>
<tr>
<th>Inquiry teachers</th>
<th>Inquiry students</th>
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</thead>
<tbody>
<tr>
<td><strong>Value students as capable inquirers</strong></td>
<td><strong>Are curious and engage in learning</strong></td>
</tr>
<tr>
<td><strong>Engage curiosity through meaningful learning engagements to launch and re-launch conceptual investigations</strong></td>
<td><strong>Are resourceful and resilient</strong></td>
</tr>
<tr>
<td><strong>Reserve whole-class experiences for meaningful instructional, collaborative and reflective moments</strong></td>
<td><strong>Select materials to support investigations</strong></td>
</tr>
<tr>
<td><strong>Support students to make deliberate connections within and between subjects</strong></td>
<td><strong>Collect and analyse data as a result of inquiry questions</strong></td>
</tr>
<tr>
<td><strong>Consider materials, fieldtrips, learning engagements as stimuli for inquiry</strong></td>
<td><strong>Engage in critical and creative thinking</strong></td>
</tr>
<tr>
<td><strong>Generate routines, questions, strategies and systems that can be transferred across a range of contexts</strong></td>
<td><strong>Develop skills for inquiry and research</strong></td>
</tr>
<tr>
<td><strong>Monitor and document learning providing meaningful feedback throughout</strong></td>
<td><strong>Transfer understandings across contexts and subjects</strong></td>
</tr>
<tr>
<td><strong>Use prior knowledge as launching point for new learning</strong></td>
<td><strong>Represent and share understandings in meaningful and significant ways</strong></td>
</tr>
<tr>
<td><strong>Understand the importance of collaborative learning and value the contributions of both individuals and groups</strong></td>
<td><strong>Seek new perspectives</strong></td>
</tr>
<tr>
<td><strong>Measure the products of learning against established success criteria</strong></td>
<td><strong>Take action</strong></td>
</tr>
<tr>
<td><strong>Provide time for learners to wonder, explore, build and revise theories, engage in research and reflect on learning</strong></td>
<td><strong>See learning as joyful and learn with enthusiasm</strong></td>
</tr>
<tr>
<td><strong>Extend learning with open-ended questions or problems</strong></td>
<td><strong>Sustain love for lifelong learning.</strong></td>
</tr>
<tr>
<td><strong>Create flexible and engaging learning spaces that promote independence and collaboration</strong></td>
<td><strong>Reflect on learning</strong></td>
</tr>
<tr>
<td><strong>Implement hands-on learning, recognizing that a child’s hands, eyes and ears are infinite sources of discovery</strong></td>
<td><strong>Use the learning community as a resource</strong></td>
</tr>
<tr>
<td><strong>Support thinking and metacognition (thinking about thinking) with prompts and tools</strong></td>
<td><strong>Use observation as a vital tool in learning</strong></td>
</tr>
<tr>
<td><strong>Are open-minded about the process of inquiry, using conceptual understandings to anchor sustained investigations</strong></td>
<td><strong>Build, communicate, test, and adapt theories.</strong></td>
</tr>
</tbody>
</table>

The Primary Years Programme
The learning community and inquiry

As inquiries in the PYP are based on human commonalities that have relevance to everyone in the learning community and beyond, members of the wider community also play a meaningful role in the inquiry process. There are multiple ways they can support student inquiries:

- serve as experts in a unit of inquiry
- serve as mentors in inquiries, such as the exhibition
- provide opportunities for students to take action through their organizations.

Family members can further support student inquiry by:

- talking about the inquiry being explored in class
- talking about the value of the inquiry process as well as learning goals
- encouraging interest and curiosity with learning activities at home
- encouraging and modelling communication skills
- browsing online content to support children in developing research skills
- encouraging children to share their inquiries with extended families or friends
- conducting open inquiries or building projects together.
Subject Areas of the PYP

Languages

The need to communicate is instinctive. The development of language is fundamental to that need to communicate; it supports and enhances our thinking and understanding. Language permeates the world in which we live; it is socially constructed and dependent on the number and nature of our social interactions and relationships.

Language plays a vital role in the construction of meaning. It empowers the learner and provides an intellectual framework to support conceptual development and critical thinking. In the PYP, it is recognized that the teaching of language should be in response to the previous experience, needs and interests of the student, rather than the consequence of a predetermined, prescriptive model for delivering language. Fragmenting learning into the acquisition of isolated skill sets can create difficulties for learners.

Language is the major connecting element across the curriculum. Therefore, in a PYP school the focus is not only on language for its own sake, but also on its application across the subject areas and throughout the transdisciplinary programme of inquiry. It also facilitates connections with the wider community.

<table>
<thead>
<tr>
<th>Strand</th>
<th>Receptive – receiving and constructing meaning</th>
<th>Expressive – creating and sharing meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral language</td>
<td>Listening ← → Speaking</td>
<td></td>
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<tr>
<td>Visual language</td>
<td>Viewing ← → Presenting</td>
<td></td>
</tr>
<tr>
<td>Written language</td>
<td>Reading ← → Writing</td>
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The Languages offered presently at Neev are:

<table>
<thead>
<tr>
<th>LANGUAGE OPTIONS</th>
<th>PYP</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Acquisition stage – Grades 1 to 5 (medium of instruction)</td>
</tr>
<tr>
<td>Hindi</td>
<td>Acquisition stage – Grades 1 to 5 (2nd language option)</td>
</tr>
<tr>
<td>French</td>
<td>Acquisition stage – Grades 1 to 5 (2nd language option)</td>
</tr>
<tr>
<td>Spanish</td>
<td>Acquisition stage – Grades 1 to 5 (2nd language option)</td>
</tr>
</tbody>
</table>
Oral Language: Listening and Speaking
Oral language encompasses all aspects of listening and speaking – skills that are essential for ongoing language development, for learning and for relating to others. Listening (the receptive mode) and speaking (the expressive mode) work together in a transactional process between listeners and speakers.

Visual Language: Viewing and Presenting
Viewing and presenting are fundamental processes that are historically and universally powerful and significant. The receptive processes (viewing) and expressive processes (presenting) are connected and allow for reciprocal growth in understanding; neither process has meaning except in relation to the other.

Written Language
Reading: Children learn to read by reading. In order to develop lifelong reading habits, learners need to have extended periods of time to read for pleasure, interest, and information, experiencing an extensive range of quality fiction and non-fiction texts. As learners engage with interesting and appealing texts, appropriate to their experiences and developmental phase, they acquire the skills, strategies and conceptual understanding necessary to become competent, motivated, independent readers.

Writing: Is a way of expressing ourselves. It is a personal act that grows and develops with the individual. From the earliest lines and marks of young learners to the expression of mature writers, it allows us to organize and communicate thoughts, ideas and information in a visible and tangible way. Writing is primarily concerned with communicating meaning and intention. When children are encouraged to express themselves and reveal their own “voice”, writing is a genuine expression of the individual.

Math
In PYP mathematics is viewed primarily as a vehicle to support Inquiry, a global language through which we make sense of the world around us. It is intended that students become competent users of the language of mathematics and begin to use it as a way of thinking, as opposed to seeing it as a series of facts and equations to be memorized. Mathematics is a highly effective tool for analyzing and solving problems around us.
The math content is organized into five strands, they are:

- **Data handling**: Data handling allows us to make a summary of what we know about the world and to make inferences about what we do not know.

- **Measurement**: To measure is to attach a number to a quantity using a chosen unit. Since the attributes being measured are continuous, ways must be found to deal with quantities that fall between numbers. It is important to know how accurate a measurement needs to be or can ever be.
- **Shape and Space:** The regions, paths and boundaries of natural space can be described by shape. An understanding of the interrelationships of shape allows us to interpret, understand and appreciate our two-dimensional (2D) and three-dimensional (3D) world.

- **Pattern and Function:** To identify pattern is to begin to understand how mathematics applies to the world in which we live. The repetitive features of patterns can be identified and described as generalized rules called “functions”. This builds a foundation for the later study of algebra.

- **Number:** Our number system is a language for describing quantities and the relationships between quantities. Numbers are used to interpret information, make decisions and solve problems.

### How children learn mathematics

<table>
<thead>
<tr>
<th>Constructing meaning</th>
<th>Transferring meaning</th>
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<tbody>
<tr>
<td>Applying with understanding</td>
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### Science

The importance of science in an international curriculum is recognized as universal and transcends the boundaries of gender, cultural, linguistic and national biases. The inclusion of science within the curriculum develops an understanding of, and competence in using, the facilities of a rapidly changing scientific and technological world while gaining a positive image of science and its contribution to the quality of life today. It also involves the development of an appreciation for the scientific contributions of people from various cultures and backgrounds.

Science is viewed as the exploration of the biological, chemical and physical aspects of the natural world, and the relationships between them. Our understanding of science is constantly changing and evolving. The knowledge component of science in the PYP is arranged into four strands

- **Living things:** The study of the characteristics, systems and behaviours of humans and other animals, and of plants; the interactions and relationships between and among them, and with their environment.

- **Earth and space:** The study of planet Earth and its position in the universe, particularly its relationship with the sun; the natural phenomena and systems that shape the planet and the distinctive features that identify it; the infinite and finite resources of the planet.
- **Materials and matter:** The study of the properties, behaviours and uses of materials, both natural and human-made; the origins of human-made materials and how they are manipulated to suit a purpose.

- **Forces and energy:** The study of the properties, behaviours and uses of materials, both natural and human-made; the origins of human-made materials and how they are manipulated to suit a purpose.

**Social Studies**

In the PYP, social studies is viewed as the study of people in relation to their past, their present and their future, their environment and their society. Social studies encourages curiosity and develops an understanding of a rapidly changing world. Through social studies, students develop an understanding of their personal and cultural identities. They develop the skills and knowledge needed to participate actively in their classroom, their school, their community and the world: to understand themselves in relation to their communities.

Social studies guide students towards a deeper understanding of themselves and others, and of their place in an increasingly global society. Learning social studies provides opportunities for students to look at and think about human behaviour and activity realistically, objectively, and with sensitivity. Exposure to and experience with social studies therefore opens doors to key questions about life and learning.

In the PYP Social Studies is divided into 5 strands

- **Human systems and economic activities:** The study of how and why people construct organizations and systems; the ways in which people connect locally and globally; the distribution of power and authority.

- **Social organization and culture:** The study of people, communities, cultures and societies; the ways in which individuals, groups and societies interact with each other.

- **Continuity and change through time:** The study of the relationships between people and events through time; the past, its influences on the present and its implications for the future; people who have shaped the future through their actions.

- **Human and natural environments:** The study of the distinctive features that give a place its identity; how people adapt to and alter their environment; how people experience and represent place; the impact of natural disasters on people and the built environment.

- **Resources and the environment:** The interaction between people and the environment; the study of how humans allocate and manage resources; the positive and negative effects of this management; the impact of scientific and technological developments on the environment.

**PSPE**

In the PYP, personal, social and physical education (PSPE) is concerned with the individual’s well-being through the promotion and development of concepts, knowledge, attitudes and skills that contribute to this well-being. Well-being is intrinsically linked to all aspects of a student’s experience at school and beyond. It encompasses physical, emotional, cognitive, spiritual and social health and development, and contributes to an understanding of self, to developing and maintaining relationships with others, and to participation in an active, healthy lifestyle.
• **Identity:** An understanding of our own beliefs, values, attitudes, experiences and feelings and how they shape us; the impact of cultural influences; the recognition of strengths, limitations and challenges as well as the ability to cope successfully with situations of change and adversity; how the learner’s concept of self and feelings of self-worth affect his or her approach to learning and how he or she interacts with others.

• **Active living:** An understanding of the factors that contribute to developing and maintaining a balanced, healthy lifestyle; the importance of regular physical activity; the body’s response to exercise; the importance of developing basic motor skills; understanding and developing the body’s potential for movement and expression; the importance of nutrition; understanding the causes and possible prevention of ill health; the promotion of safety; rights and the responsibilities we have to ourselves and others to promote well-being; making informed choices and evaluating consequences, and taking action for healthy living now and in the future.

• **Interactions:** An understanding of how an individual interacts with other people, other living things and the wider world; behaviours, rights and responsibilities of individuals in their relationships with others, communities, society and the world around them; the awareness and understanding of similarities and differences; an appreciation of the environment and an understanding of, and commitment to, humankind’s responsibility as custodians of the Earth for future generations.

**Physical Education**

Age appropriate Physical Education programme

• **Grade 1-3** - Fun/ action – acceptance, participation, connect with self and earth (Games, play)

• **Grade 4-5** - Skill building, teams, moral values, develop and good human beings (Games, teams moving to skills)

**Physical activities:**

• Fitness (All)

• Fundamental Movements (Grade -1-2)

• Adventure Activities (Grade - 1-2)

• Recreational Activities (Grade - 1-3)

**Team sports:**

• Basketball (Grade - 4-12)

• Football (Grade - 4-12)

**Individual sports:**

• Tennis (Grade - 4-12)

• Athletics (All)

• Table tennis (Grade - 4-12)

• Swimming [Grade - 3 (term2) -12]
The Arts
Arts are integral to the PYP. They are a powerful mode of communication through which students explore and construct a sense of self and develop an understanding of the world around them. Arts provide students with a wide range of opportunities and means to respond to their experiences and engage with historical, social and cultural perspectives. The students are stimulated to think and to articulate their thoughts in new ways, and through a variety of media and technologies. The PYP recognizes that not all learning can be supported solely through language, and that arts as a medium of inquiry also provide opportunities for learning, communication and expression. Learning about and through arts is fundamental to the development of the whole child, promoting creativity, critical thinking, problem-solving skills and social interactions.

In the PYP, arts are identified as dance, drama, music and visual arts. Each of these arts is a significant discipline in its own right, but the transdisciplinary nature of arts gives them relevance throughout the curriculum. Arts promote attitudes such as empathy and appreciation, and skills such as analysis, that help us to see the uniqueness of each person as well as explore the commonalities that connect us.

Drama
Drama explores how we express ourselves physically and vocally. In creating, students should explore the use of facial expressions, gestures, movement, posture and vocal techniques to convey emotional or cultural meaning to both characters and stories. It is important that students are exposed to a variety of dramatic forms including creative movement, impersonation, improvisation, mask work, mime, musical, role play, pantomime, puppetry, re-enactment, scripted drama, and skit. In responding, students should experience a wide variety of scripts and stories from different times, cultures and places and, where possible, access live theatre performances and presentations. Students should have opportunities to present their creative work to an audience, to witness their peers in performance and through this.

Music
Music is a part of everyday life. Listening to and performing music can be a social activity. The development of listening skills, an important aspect of all learning, is constantly reinforced. Teachers should be aware that music plays an important part in the language learning process. Through songs and rhymes, students can hear patterns and develop a sense of the rhythm that applies to languages. This can be especially apparent when learning a new language because the meaning of the words is not necessarily understood, and so students concentrate on the rhythms and patterns they hear.

Visual arts
The term “visual arts” is used to describe practices that have been more traditionally described in education as “art, craft and design”. It is important that students are exposed to a broad range of experiences that illustrate the field of visual arts, including architecture, bookmaking, ceramics, collage, costume design, drawing, graphic design, film, illustration, industrial design, installation, jewellery, land art, mask making, metalwork, painting, papermaking, performance art, photography, printmaking, sculpture, set design, textiles and woodwork.
Assessment in the PYP

Assessment is integral to all teaching and learning. It is central to the PYP goal of thoughtfully and effectively guiding students through the essential elements of learning: the acquisition of knowledge, the understanding of concepts, the mastering of skills, the development of the dispositions and the decision to take action. The prime objective of assessment in the PYP is to provide feedback on the learning process.

Well-designed assessment is central to engaging students and should be closely aligned to the outcomes within a stage. Effective assessment increases student engagement in their learning and leads to enhanced student outcomes.

“What we have in common makes us human, how we differ makes us individuals” - Carol Ann Tomlinson

There are generally several students in any classroom who are working at different levels, these levels of readiness will vary between different subjects in school. It is important to offer students learning tasks that are appropriate to their learning needs rather than just to the grade and subject being taught. This means providing 3 or 4 different options for students in any given class. Readiness (ability), learning styles and interest vary between students and even within an individual over time. In a differentiated classroom all students have equally engaging learning tasks.

Assessments are:

- **Authentic**: It supports making connections to the real world to promote student engagement.
- **Clear and specific**: This includes desired learning goals, success criteria and the process students use to learn.
- **Varied**: It uses a wider range of tools and strategies that are fit for purpose in order to build a well-rounded picture of student learning.
- **Developmental**: It focuses on an individual student’s progress rather than their performance in relation to others.
- **Collaborative**: It engages both teachers and students in the assessment development and evaluation process.
- **Interactive**: Assessment encompasses ongoing and iterative dialogues about learning.
- **Feedback to feedforward**: It provides feedback on current learning to inform what is needed to support future learning and raises students’ motivation.
What evidence of learning do we look for?
Assessment at Neev involves generation and collection of data and evidence as well as collaborative analysis of this. As a PYP school, the key evidence of learning we focus on is Knowledge, Approaches to learning Skills, Conceptual understanding, Learner Agency and Action, and demonstrating Learner Profile Attributes.

How do we evidence the learning?
Assessment at Neev has four dimensions: monitoring, documenting, measuring and reporting on learning. Each of these aspects has its own function, but all aim to provide evidence to inform learning and teaching. Although the four dimensions of assessment are not weighted the same; each dimension has its own importance and value. The emphasis is on monitoring and documenting learning as these dimensions are critical in providing actionable feedback for the learner.

Why do we evidence the learning?
The purpose of assessment is to inform learning and teaching. It involves the gathering and analysis of information about student learning to inform teaching practice. It identifies what students know, understand and can do at different stages in the learning process.

Students become effective, self-regulated learners when they are actively engaged in assessment and act on constructive feedback. This helps them reflect on their progress, set goals for their learning and engages them in making decisions about what they need to do to achieve these goals.
Teachers become more effective when they continually learn about what students know and can do. They reflect on their practice, adjust their teaching based on data, and offer timely, specific and well-considered feedback to better support learning.
Parents and legal guardians become more informed when they understand the learning goals their child is working towards, and the progress their child is making. They extend their child’s understanding and development of skills when they support learning. They contribute to their child’s joy of learning and growth as a successful learner through sharing insights with the learning community.

**Portfolios**
A portfolio is a record of students’ involvement in learning which is designed to demonstrate success, growth, higher-order thinking, creativity, assessment strategies and reflection. A portfolio is a celebration of an active mind at work. It provides a picture of each student’s progress and development over a period of time both as individual and group learners. It enables students to reflect with teachers, parents and peers in order to identify their strengths and growth as well as areas for improvement, and then to set individual goals and establish teaching and learning plans.

**Reporting**
- Term end reports
- PTMs

**Gallery Walk** – where a student’s learning journey is displayed.
Students Support Services

"As an International Baccalaureate continuum school, Neev Academy recognizes that inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school and parent community. Neev Academy recognizes that each student is unique and aims to provide an environment in which all children are supported to reach their full potential. We incorporate inclusive practices and recognize that access to learning for all students is the shared responsibility of the classroom and specialist support teachers and the parents/guardians. We are committed to creating an educational setting, where all students benefit from a multimodal approach that facilitates all learning approaches in an authentic, interactive learning environment.

Neev Academy believes that it is the responsibility of every teacher to provide the highest expectations in the classroom so that each student is included, challenged and successful. To personalise learning for each student, Neev provides differentiated instruction including modifications and accommodations (based on the needs of the child and the degree of support required). “
At Neev the Curriculum is divided into 5 pillars.

**Pillar 1: Communication**

We believe that to master a language, all four components of language learning must be met i.e. listening, speaking, reading and writing. Language plays a vital role in the construction of meaning and empowers the learner to develop effective strategies to support their conceptual understanding and critical thinking skills. By providing opportunities to engage in language learning within meaningful and engaging contexts, we ensure that students do not look at language learning as just an incremental series of skills to be acquired. To be able to communicate effectively (orally and in writing) is a lifelong skill that must have its roots in the foundation years of a child’s education.

**Reading at Neev:**

**Guided Reading** – Guided reading is a framework where the teacher supplies whatever assistance or guidance students need in order for them to read a selection successfully. It is done as a small group format with up to 5 students. Students are grouped according to similar needs and abilities—homogeneous. The teacher maintains a private record of these groups. Groups are dynamic – this means students move from group to group based on their progress. The texts used corresponds the students’ developmental level. This type of lesson reinforces word recognition strategies and comprehension strategies.

**Novel Study** – Novel study involves close reading which is an investigation of a short piece of text, with multiple readings done over multiple instructional lessons. Through text-based questions and discussion, students are guided to deeply analyze and appreciate various aspects of the text, such as key vocabulary and how its meaning is shaped by context; attention to form, tone, imagery and/or rhetorical devices; the significance of word choice and syntax; and the discovery of different levels of meaning as passages are read multiple times. It is done as a small group format with up to 5 students. Students are grouped according to similar needs and abilities—homogeneous. Groups are dynamic – this means students move from group to group based on their progress.

**USSR** – Uninterrupted Sustained Silent Reading develops interest and independence in our students, and a tool for developing lifelong learners. The amount of time that students spend reading independently often increases as a result of a structured reading program. This program is aimed at demonstrating the joy that reading can bring and developing lifelong readers and learners.
Teachers set aside 20 minutes for USSR three times a week depending on the grade level and the ability of the whole class. The aim of this reading program is to ensure that every student reads independently at regular intervals and across a range of different genres. The range of subjects will ensure that the student builds background knowledge and knowledge of text conventions. This reading program will have minimum teacher intervention and use of reading strategies.

**Library Program**

Our library has a large collection of books in various genres. Students are given many opportunities to go to the library and read. Borrowing books of their choice and talking about them is something that they enjoy most!

We believe library to be a learning hub where students and teachers can collaborate and share ideas with the library team and take advantage of the variety of resources we have to offer. With our primary goal being to foster a love of reading among our entire community, we are moving towards developing a structured library curriculum which will equip children to be effective researchers, responsible information gatherers and adventurous readers. The library promotes overall linguistic confidence, healthy interactions and exposure to the full range of literacy skills necessary to create lifelong learners.
Pillar 2: Holistic Learning
Holistic development in children focuses on addressing all of the needs of a child’s life: emotional, physical, relational, intellectual, creative and spiritual. This perspective to development encourages caregivers and teachers to look at the child as a whole and not focus on the individual parts. It contributes to the overall well-being of the learner and the individual. Since the student’s well-being can be explicitly and implicitly addressed through all areas of the curriculum, every teacher at Neev has a responsibility to support the holistic development of every child. The strategy also contributes to the overall well-being of learners and gives children the confidence to respect their individual uniqueness.
Pillar 3: Inquiry as a Stance

Don't we all learn best when we truly seek answers to our own questions? At Neev, we firmly believe that children learn most effectively through a process of inquiry which allows them to freely ask questions and seek answers.

Through a sequence of learning engagements, deliberate experiences that help build on and challenge children’s perspective and by appealing to their prior understandings, knowledge is extended, challenged and refined to develop an inquiring bent of mind. Students are encouraged to recognize and state problems, pose meaningful questions, pursue answers and recognize that these answers are both the final product and the starting point for further study.

All inquiry is transdisciplinary in nature, instead of being compartmentalized as separate entities or subjects, hereby providing students with tools to be able to experience their surroundings more realistically. Due to the interweaving of concepts and skills, children continue to apply their learning much after they leave the four walls of the classroom.

Recognising another layer to how children learn – inquiry based transdisciplinary learning at Neev – is extended with experiential learning. As Confucius said – “I hear and I forget. I see and I remember. I do and I understand”.

Field trips, expert visits and immersive hands-on experiences provoke questions, reinforce learning and create real understanding. The experience goes beyond reading about a concept. Students are able to see it, manipulate it or participate in it physically. For younger children this makes learning real, for older students the application of learning brings out relevance. Science through doing, through understanding how the world works. Social studies through seeing the world and understanding the connect between history and geography, math through measuring it, and language through reading and writing about it. Field trips and expert visits also form an early exposure to careers. Our children walk away from them wanting to be wildlife conservationists, architects, makers of wonderful products, discoverers.

An example Grade 3 - Field Trip

<table>
<thead>
<tr>
<th>Unit</th>
<th>Fieldtrips</th>
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</thead>
<tbody>
<tr>
<td>Who We Are</td>
<td>–</td>
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<tr>
<td>Where we are in place and time</td>
<td>Trek</td>
</tr>
<tr>
<td>How We Express Ourselves</td>
<td>Lepakshi, NGMA</td>
</tr>
<tr>
<td>How we Organise Ourselves</td>
<td>TZed Homes</td>
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<tr>
<td>How the World Works</td>
<td>Star gazing (Sleepover at school)</td>
</tr>
<tr>
<td>Sharing the Planet</td>
<td>Manchinebelle Dam, BWSSB, STP in school</td>
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</tbody>
</table>
## Grade 3- Expert Visit Calendar

<table>
<thead>
<tr>
<th>Unit</th>
<th>Expert Visits</th>
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</thead>
<tbody>
<tr>
<td>Who We Are</td>
<td>Teachers and Parents share their role models</td>
</tr>
<tr>
<td>Where we are in place and time</td>
<td>Ms. Kavitha Reddy, Mr. Raghu Shenoy, MYP INS teacher</td>
</tr>
<tr>
<td>How We Express Ourselves</td>
<td>Yakshagana troupe</td>
</tr>
<tr>
<td>How we Organise Ourselves</td>
<td>Mr Barath</td>
</tr>
<tr>
<td>How the World Works</td>
<td>Mr. Raghu Shenoy</td>
</tr>
<tr>
<td>Sharing the Planet</td>
<td>Ms. Shubha</td>
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</tbody>
</table>

Parents are also encouraged to come in as expert visitors.
Pillar 4: Academic Rigour

Concepts are a way of linking learning across content and grade levels. Students continue to develop and explore these specific concepts within and across disciplines to promote deeper understanding of powerful ideas. This is the soul and essence of the PYP programme. Our learning units are consciously created and differ in content every year (From Grade 1 to 5) in ways that promote true understanding and deeper knowledge of the key concepts.
Pillar 5 : Learner Agency

The concept of agency has been central to educational thinking and practice for centuries. The idea that education is the process through which learners become capable of independent thought which, in turn, forms the basis for autonomous action, has had a profound impact on modern educational theory and practice.

One way of thinking of learner agency is when learners have “the power to act”. Agency is when learning involves the activity and the initiative of the learner, more than the inputs that are transmitted to the learner from the teacher, from the curriculum, the resources and so forth. In the past our schools have catered mostly for groups of learners, for classes of kids, with a one size fits all approach. Arguably, many students felt disenfranchised in the midst of that, as they just had to sit and do what they were told. Lessons were delivered to students who were passive in the way that they received that. When learners move from being passive recipients to being much more active in the learning process, actively involved in the decisions about the learning, then they have greater agency.

There’s been a lot of talk in the past about learner-centric approaches to education and personalisation, and these are aspects of what we might mean by learner agency, but the concept goes deeper than this.

There are three things that I think are core features of our understanding of learner agency. The first is that agency involves the initiative or self-regulation of the learner. Before a learner can exercise agency in their particular learning context they must have a belief that their behaviour and their approach to learning is actually going to make a difference for them in the learning in that setting – in other words, a personal sense of agency. The notion of agency isn’t simply about handing control over to the learner - a sort of abdication model – it involves a far greater tapestry of intentionality on the part of schools and teachers to create that context and environment where the learners are actively involved in the moment by moment learning and well being. However, it will be important for schools to consider the safeguards that will need to be in place to ensure no one is falling through the gaps under the guise of just “doing my own thing”.

Second, agency is interdependent. It mediates and is mediated by the sociocultural context of the classroom. It’s not just about a learner in isolation doing their own thing and what suits them. Learners must develop an awareness that there are consequences for the decisions they make and actions they take, and will take account of that in the way(s) they exercise their agency in learning.

And thirdly, agency includes an awareness of the responsibility of ones own actions on the environment and on others. So there’s a social connectedness kind of dimension to that. Every decision a learner makes, and action she or he takes, will impact on the thinking, behaviour or decisions of others - and vice versa. You can’t just act selfishly and call that acting with agency.
The Primary Years Programme
Our Learning Journey

Our journey starts from known to the unknown, finding out how the world works and finally the circle ends with the students looking at their rights and responsibilities at grade 5.

- In grade 1 – the focus is mostly on the student, the identity, their body and the world around them.
- In grade 2 students learn more about ritual, and celebrations in their own communities but also to the geographical and historical connections to Bangalore, Karnataka and India as it is today.
- In grade 3 they inquire about values & beliefs, role models, systems and exploration that has taken place in the world.
- Grade 4 – They understand how the world works, how history has carved out the geography of a place how tectonic plates work and biodiversities are formed.
- In our final year of the PYP, students take all this learning and question their responsibilities towards themselves and the community. They learn to be responsible digital citizens, inquire into the root causes of inequitable distribution of resources and migration and make projects on how to conserve energy. This year is where all their learning through the years will be put into action through the PYP Exhibition.

The PYP Exhibition: encouraging in-depth, collaborative inquiry

In the final year of the PYP, students, carry out an extended, in-depth, collaborative project known as the PYP exhibition. This involves students working collaboratively to conduct an in-depth inquiry into real life issues or problems. Students collectively synthesise all of the essential elements of the PYP in ways that can be shared with the whole school community.

It also provides teachers with a powerful and authentic process for assessing student understanding. The exhibition represents a unique and significant opportunity for students to exhibit the attributes of the IB learner profile developed throughout their engagement with the PYP.

It also provides schools and students with a wonderful opportunity to celebrate the transition of learners to the next phase of their education.
Neev After School Activities

Neev Academy offers a variety of stayback Programme activities that complements the curriculum. Stay back activities can happen after school. Activities are varied ranging from sports, arts, music to school newsletter and Model United Nations. Students can choose to participate in activities they are interested in or self-initiate and lead their own activity. These activities operate throughout the year and require students to be committed to their choice.

- **MUN@Neev** – is the simulation of the United Nations at Neev Academy. It is offered as an after-school activity and is organised by the MUN@Neev team. The team consists of teachers who supervise the activity and students from Grade 7 upwards. The broad aim of the activity is to help students develop into knowledgeable, open-minded and courageous individuals, with a keen sense for analyzing problems and logical thinking. The activity focuses on building skills, such as Research and Knowledge Skills, Writing and Speaking Skills, Conflict Resolution and Problem-solving skills. MUN@Neev believes in mentoring and consistent skill building. Skills are built through support from peers and teachers, and workshops organized within school by internal or external facilitators. Student performance is continuous and evaluated against rubrics consisting of several strands, and is followed by feedback.

- **Sports @ Neev** – There are a large range of physical fitness and sports options at Neev Academy. Students can engage in sports for fun or commit to a team sport or represent the school at tournaments. Once a year an annual event called as Sarvajeet Divas happens as a whole school event. Coaching takes place after school to gear up student teams to participate in sports such as Football, Basketball, Swimming and Athletics.

- **Neev Times** – The stay-back initiative for Neev Times, the school newsletter, is aimed at fostering one’s sense of pride and belonging to the institution by presenting the alma mater to the outside community in all its glory and splendor. This will hone a child’s literary abilities, editing skills and discretion in choosing appropriate literature that will speak for the Neev Community. Added to these, this club will educate children in the skills of communication, presentation and marketing of all that they stand for. With quarterly publications planned to scale up to monthly issues, the newsletter will provide the Neev students his/her independent voice.

- **Theatre/Orchestra & Choir** – The stay-back initiatives in Performing Arts at Neev Academy is a platform for excellence and all students can work towards being part of the school team, namely theatre, choir, and music band. PA stay back sessions inspires perseverance and positive attitude towards learning and practicing their artistry with vigour and enthusiasm towards creating and develop their personal artistic intention. The sessions are designed to allow the learning opportunities in performing arts from the perspective of creators, designers, directors, composers, performers, choreographers and spectators of the art. Student will work towards creating their own interpretation of a real-life theme to devise and create a yearly theatrical and musical ensemble and production for the larger school community.
AFTER SCHOOL ACTIVITIES
The Neev Continuum

<table>
<thead>
<tr>
<th>Early Years – Exploration</th>
<th>PYP – Awareness Life Worthy topics</th>
<th>MYP /ICSE – Ability</th>
<th>DP – Choice</th>
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</thead>
<tbody>
<tr>
<td>Multiple Intelligences</td>
<td>Skills</td>
<td>Content</td>
<td>High content through skills</td>
</tr>
<tr>
<td>100 Languages</td>
<td>Attitudes</td>
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<td>Play</td>
<td>Communication development</td>
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<tr>
<td>Curiosity</td>
<td>Experiential learning with Inquiry</td>
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<tr>
<td>Inquiry</td>
<td>Topics – Who I am, to the world around and its challenges</td>
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<tr>
<td>Topics – Me and what I do</td>
<td>Moving from Concrete to Abstract</td>
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<tr>
<td>Concrete level</td>
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</tbody>
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Image of a Child – What Makes Our Students Stand Out

- **Focus on Skills** – Able to apply their learning in real-life situations
- **Purposeful learning** – Learning that is significant and relevant to the local and global contexts.
- **PSPE** – fundamental values and beliefs and feelings about the environment and people around us
- **Concept driven** – fundamental part of content that we never forget and build new meaningful learning on
- **Intercurricular links** – Strong Art, Drama & PE learning – which helps our students go for Interschool competitions.
- **Action** – Students make a difference in the local community with their learning.
- **Happy Holistic learners** – who are portray the attributes of the Learning Profile- lifelong learners- 21st century learners.
Academic Honesty at Neev

“Knowledge without integrity is dangerous and dreadful” - Samuel Johnson

Students of Neev Academy are expected to know the proper methods to attribute the sources whenever imperative. Students are taught to acknowledge their sources in an age-appropriate manner through information literacy skill-based activities including Plagiarism, Paraphrasing, Summarizing and Note Taking skills.

The Teacher Librarian and Head of Libraries works in collaboration with the form tutors and subject tutors to develop the research and referencing skills that are identified in the PYP Transdisciplinary skills. Sessions on Plagiarism, Paraphrasing and Note Taking, etc will be conducted during the school hours.
References

- http://www.ibo.org/about-the-ib/mission/
- http://www.ibo.org/programmes/primary-years-programme/
- Google images
THE GREAT AIM OF EDUCATION IS NOT KNOWLEDGE BUT ACTION

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