

# ISE

International School Eindhoven

more than  
a school

**PRIMARY SCHOOL**  
International School Eindhoven





# Welcome to the Primary School

The Primary School provides a secure, caring and happy environment that forms the core of the learning process. Our aim is to provide the finest possible international education for all children in order that they may reach their full potential. We intend to educate all of our pupils to be able to work individually and in groups, to be creative, enterprising and to show initiative; to be able to make decisions and solve problems. We teach them to communicate effectively and to have an appreciation of the aesthetic, physical and cultural dimensions of life.

We welcome to the school, pupils with a wide variety of academic abilities, confident that all will achieve their best and put to good use their different gifts and talents. Each pupil will be treated as an equally valuable member of our community. Each will be appreciated and will learn to appreciate others.

As an Independent non-denominational School, the school is a VBS (Association for Special Schools) member and is furthermore part of DIPS (Dutch International Primary Schools). The school is also an ECIS member (European Council for International Schools).

### Structure of the educational programme

We make use of a school plan, which contains detailed descriptions of the teaching and development programmes. This document is available for perusal at the school.

We use the following three different approaches for improving quality:

- Methods that meet the core learning objectives
- Use of professional personnel
- Use of quality assurance instruments

The school's Dutch Language Stream consists of 8 age groups. The study programme for the International Stream is divided into 7 age groups. The maximum number of pupils in groups 1 & 2 in each stream is 20, and 22 for groups 3 and up. By keeping groups to a smaller size the individual attention that can be given to each pupil is maximised. We maintain the right to (temporarily) deviate from these numbers.



### International Curriculum

We implement the International Curriculum (IC) in the international department which is based on the principles of the International Primary Curriculum (IPC). The IC is a challenging curriculum developed to respond to the key issues of the 21st Century. Its structure focuses on developing children's learning, using the Key stage 1 and 2 objectives from the British National Curriculum. The IC uses themes, to teach integrated subjects from Groups 2-7. The subjects covered under the IC include; History, Geography, Science, Art, Music and Design Technology. Each unit is approximately 9 weeks long. The core subjects of History, Science and Geography are allocated 2 weeks each in every unit, which the special subjects Art, Music and Design Technology are allocated 1 week each. Teachers are given the flexibility to spend additional time on subjects based on the units and learning objectives. In groups 2 and 3 the subjects are experienced by the children in a more integrated manner. The learning objectives cover knowledge (facts and information), skills (practical abilities) and understanding (deeper awareness of key concepts). These three areas are developed throughout the year groups.

The themes that are used in each year group are based on the units from the IPC [www.greatlearning.com/ipc](http://www.greatlearning.com/ipc). The IPC is currently used in more than 90 schools in 38 countries. This is a dynamic and thematic curriculum for children between the ages of 3 and 12. The IPC is a challenging curriculum developed by Fieldwork (UK). Its structure focuses explicitly on developing children's learning, based on subject, personal and internationally-minded learning goals and unique units of work, which help children acquire knowledge, skills and understanding in active, exciting and involved classrooms.

### Dutch department

In the Dutch department teaching methods are used which fulfil the attainment targets. The subject areas in the Dutch department are theme-based. For shaping our lessons for groups 5-8, in the school year 2013-2014 we have switched to the use of digital resources, Zaken van Zwijsen. In groups 3 and 4 'Veilig de Wereld in' is used, and groups 1 and 2 have been working with 'Schatkist' for a number of years.

At the beginning of the school year 2014-2015 the Dutch department started a pilot for bilingual education. This pilot project will first be implemented in groups 1 and 2. 30% of the children's lesson time will be English spoken. In the following years this pilot will be continued. Every year 1 or 2 year groups will be added to the pilot. Our goal is to eventually have 50% of the lesson time in group 8 in English.



### Dual Language Foundation Group

Our dual language foundation class will offer children access to a maximum of five morning sessions a week which will be consistent with that of the morning sessions of the primary school. To provide continuity and a structured approach we require children to attend a minimum of three morning sessions a week. As soon as a child turns four, their school day will be extended to a full day but they will remain in the foundation class.

Children who will continue to the Dutch department and will turn 4 in September, October, November or December will continue to group one on the first Monday after their 4th birthday, this is due to the difference in education systems.

The foundation class will be divided into two groups, upper foundation and lower foundation. The lower foundation will be for children who are 3 years of age and the upper foundation will be for children who have turned 4 before the end of the school year.

We recognize that these children have additional learning needs and should be extended before they enter group one. All children will have access to both languages however they will be directed to language appropriate activities according to their choice of continuing education.





### Physical, social and emotional education

Strong emphasis is given in all year groups to the development of an effective physical and emotional environment including an essential focus on personal, social and emotional education. Children's individual needs are provided for by class teachers with the support from the I.B./S.E.N. team.

#### Student Monitoring System (LVS) (Dutch Department)

In the context of our extended care system, the school uses the standardised assessments as a tool for student and school evaluations. The system consists of a coherent entity of cognitive tests, a registration system and guidelines or material for providing focused assistance to students. It enables the teachers to systematically assess learning progress per student over longer periods of time and over multiple learning years and to base actions on this. For social emotional development we use SCOL. We use the student monitoring system ParnasSys.

### Computers

The use of computers plays an important role within our school. Each group has access to one or more computers, and most of the classrooms are equipped with interactive whiteboards. We use software programs that are specifically related to each group and software that provides access to additional training and education facilities to improve a student's weaker areas. Team members are trained to provide guidance to all students in a responsible manner.

### What is the audience of our school?

The International department caters for the needs of foreign national students who will be in The Netherlands for a limited period of time. A pupil can be admitted to the International department if he/she complies with one of the following:

- The pupil has a non-Dutch nationality and has a parent that is working in The Netherlands for a limited time;
- The pupil has the Dutch nationality and has lived and gone to school abroad for at least two years because a parent was stationed abroad;
- The pupil has the Dutch nationality and has a parent that will be stationed abroad within two years and for at least two years.

Children in the International department are placed according to the D.I.P.S. regulations. These regulations are available upon request.

The Dutch department is meant for:

- children with a foreign nationality who will be staying in the Netherlands for a longer period of time and have to be prepared for the Dutch educational system.
- Dutch children who, after having stayed abroad, have to be prepared again for the Dutch educational system.
- Dutch children whose parents choose this school as an internationally oriented primary school.

### Parents/Guardians

To provide the children with a proper social balance, it is important for the parents/guardians and teachers to support one another in working with the children. If parents are actually involved in the education of their child, their children achieve better results at school. Good co-operation with parents/guardians requires good communication, parental participation and above all mutual and joint involvement in the education and development of the children. By stimulating parental involvement we can create a better foundation for the children's development. It is also the school's task to stimulate activities that encourage parents to come to the school and feel they are involved.

### School fees

For current school fees information please see our website [www.isecampus.nl](http://www.isecampus.nl)

### Admission of new students

You may apply for placement by contacting the school's admissions office via e-mail: ([admissions.primary@isecampus.nl](mailto:admissions.primary@isecampus.nl)). Placement depends upon the group size as well as on the specific needs of the child and/or age-group.

To initiate the process, you are asked to fill out an application form and a school fee form (these are available at the school or you can download these forms from the school's website) and submit these forms to the school's admissions office. The admission's secretary will subsequently make an appointment for you to visit the school.

We expect you to provide the school with complete documentation concerning your child's educational history (educational report).



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