

FOUNDATION YEARS (3-5)



HANDBOOK 22/23

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WELCOME

Welcome to the Foundation Years at St Peter's. We look forward to working together as part of an international learning community.

This handbook provides you with information on our IB framework for the Foundation Years and our daily life at St Peter's. It outlines your child's learning outcomes and explains how the IB Programme is implemented in their class.

Within the caring and supportive environment of the Foundation School, your child will be encouraged to become actively involved in a variety of activities, and make the most of all the opportunities presented to them throughout the year. Our approach is learning through play and inquiry. Our curriculum is organised around a set of outcomes that promote children's agency.

We are always available to answer any questions or give you further information at any time. We encourage you to share your feedback and ideas with us.

We are honoured to be able to work with your children. It is our mission to take on their ideas and interests and use these to build an enriching and engaging curriculum.



Krystyna Smolenski
Head of Foundation Years
ksmolenski@stpeters.es



Agustina Lacarte
Head of Primary Years
alacarte@stpeters.es



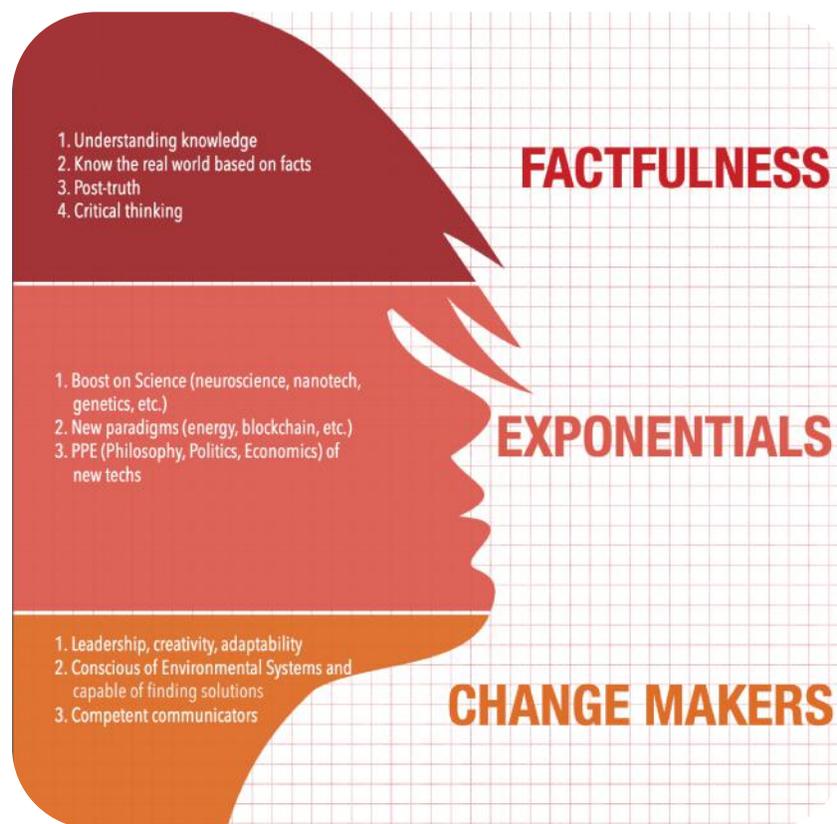
Lourdes Barceló
Head of Education
lourdes@stpeters.es

ABOUT OUR SCHOOL

St Peter's School was founded in 1964 and is an independent, private, secular, co-educational school located in Barcelona. Our school follows the International Baccalaureate framework in Primary Years Programme, Middle Years and the Diploma Programme.

As a school, our ambition is to build a hub of knowledge that leads education in the direction of a new paradigm, in which its members understand that they have the opportunity to create a future where both individuals and the community can achieve success, but which also involves risks and uncertainty, and yet they still choose to take an active part in making it happen.

The school project focuses on three fundamental pillars: Factfulness (critical thinking based on evidence), Exponential Science and Technology, and Change Makers.



FOUNDATION AND PRIMARY YEARS STRUCTURE

Year group	Year of birth
Foundation 3	2019
Foundation 4	2018
Foundation 5	2017
Year 1	2016
Year 2	2015
Year 3	2014
Year 4	2013
Year 5	2012

SCHOOL HOURS

Year group	Drop off time	Regular class time	After School activities (extra fee)
Foundation 3 - Foundation 5	8-9	9-4:30	4:30-6
Year 1 - Year 5	8-9	9-4:30	4:30-6

The weekly class timetable for your child will be shared with you during the Welcome Meeting organised by the teacher on the 2nd of September.

Swimming enrolments (for extra fee) will open in September. The swimming classes will take place during our school hours for F3, F4 and F5.

To view the School's calendar for 22/23, please click [here](#).

IB Programme for Foundation and Primary Years

We ensure that our students get ample opportunities to develop their personal, social and emotional skills throughout their education at St. Peter's School. We vary the experiences our students encounter on a daily basis to ensure these skills are fostered as they progress through the year groups.

We are certified for the IB Primary Years Programme. The IB framework offers a student led and transdisciplinary approach to learning that allows for solid connections to be made between the school environment and the real world that the students live in, ensuring they are able to apply their knowledge, understanding and skills in a valuable and purposeful way. Our goal is to support students in taking this purposeful action out into their communities and becoming responsible global citizens.

2022-2023 Programme of Inquiry



LEARNER PROFILE

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes can help individuals and groups become responsible members of local, national and global communities.



Principled

We act with integrity, fairness and honesty. We take responsibility for our actions and their consequences.



Risk takers

We respond to uncertainty with determination. We explore new ideas and innovative strategies. We are resourceful and resilient in the face of change.



Knowledgeable

We develop and use broad understanding. We use knowledge across a range of domains. We engage with local and global issues.



Reflective

We pause to think about the world, our own ideas and experiences. We work to understand our strengths and weaknesses to develop ourselves.

LEARNER PROFILE



Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate and listen to the perspectives of others.



Inquirers

We nurture our curiosity. We know how to learn independently and with others. We learn with enthusiasm.



Open-minded

We critically appreciate our own culture and personal histories, as well as the values and traditions of others. We are willing to grow from experience.



Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We take initiative to make reasoned, ethical decisions.



Caring

We show empathy, compassion and respect. We act to make a positive difference in the lives of others and in the world around us.



Balanced

We balance different aspects of our lives - intellectual, physical and emotional - to achieve wellbeing.

TRANSDISCIPLINARY LEARNING

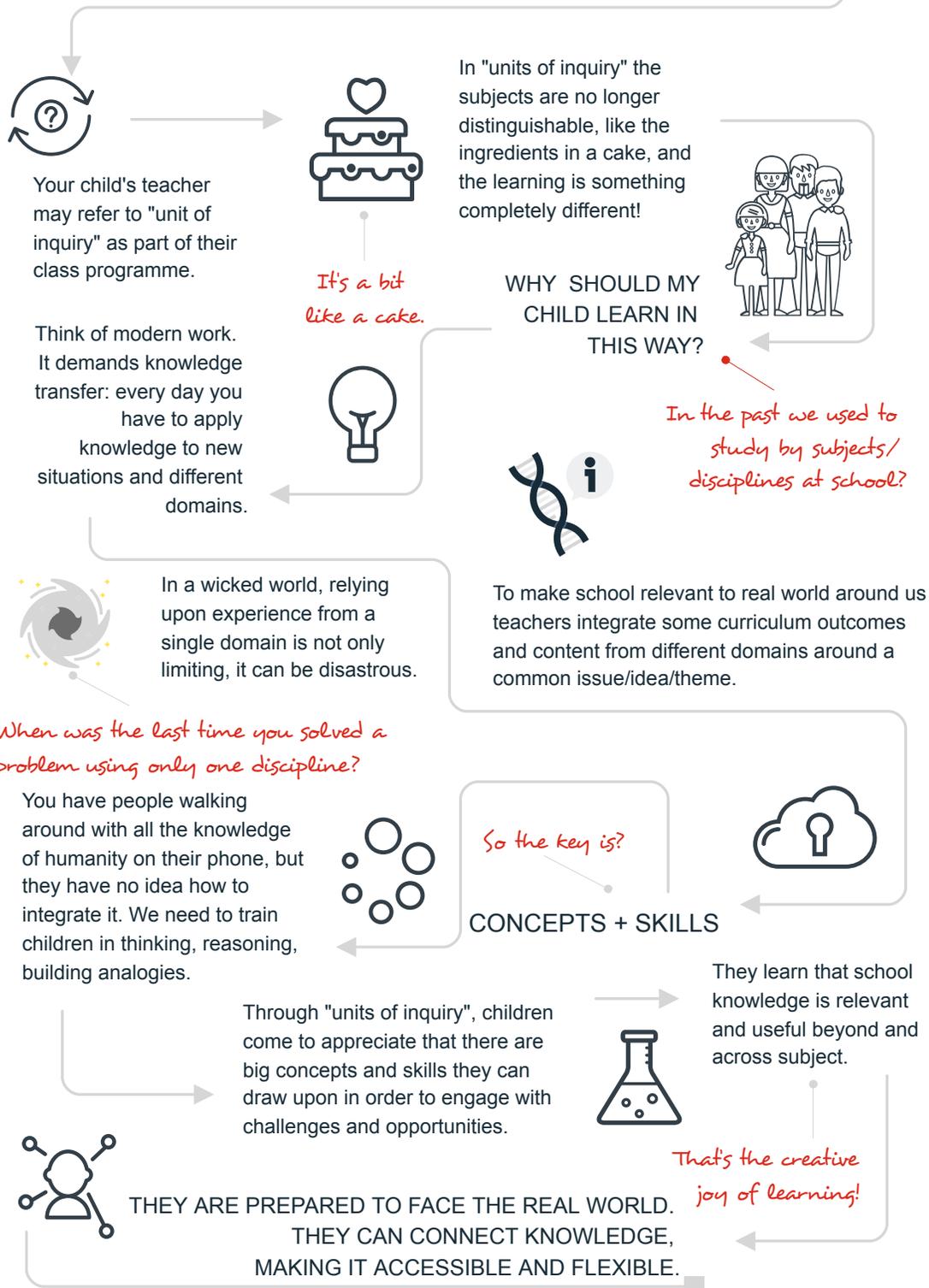
Our teachers work collaboratively to ensure that links are made across all areas of the curriculum, to the real world, the community and our own students' experiences. Through a shared planning process the Class Teachers, Leadership Team, Specialist Teachers and Support Staff develop opportunities for learning to be enriched by these connections.

Our Foundation and Primary Years students focus on Transdisciplinary Themes and Key Concepts at each step of their education to help guide their inquiry based learning into a variety of different areas which can be explored through engaging experiences and subsequently enhancing their understanding.



TRANSDISCIPLINARY LEARNING DESIGN

FAQ: WHAT IS A UNIT OF INQUIRY?



UNIT OF INQUIRY

If you take a look at your child's timetable, you will notice that there are slots dedicated to what is called a "unit of inquiry" or theme.

An IB Unit of Inquiry provides your child with a curriculum of essential elements: the knowledge, concepts, skills, attitudes, and action that he/she needs to equip them for successful lives, both now and in the future.

Each unit has been designed and planned by the teachers in order to guide your child through an investigation on a transdisciplinary theme. That means that subjects are not distinguishable or separated in individual boxes.

Let's unpack an example of a unit of inquiry called "Lo-Tek" in Foundation 3 to help you understand the IB learning method.



These are the skills that your child uses when involved in learning. For each unit, the teachers picks some specific skills to practice and focus on. Your child can later utilise these skills in any new learning domain.

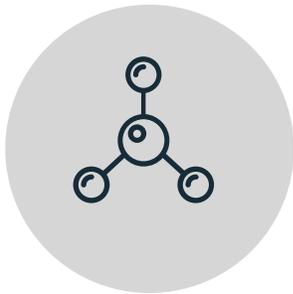
UNIT OF INQUIRY

How will we connect this unit of inquiry to the 3 pillars of our School Project: Exponentials, Factfulness, Change Making?



EXPONENTIALS

The "Lo-Tek" unit is clearly connected to exponential changes in technology. It prompts our youngest learners to retrace our steps and reconsider the root of technological innovation.



CHANGE MAKING

The students are invited to take part in the change and make a positive difference with their ideas. By rediscovering ancient uses of plants, we are reminded that indigenous technologies are not lost or forgotten, only hidden by the shadow of progress in the remotest places on earth. In contrast to the homogeneity of our daily modern lives, we have strived to reframe indignity as an evolutionary extension of life in symbiosis with nature.



FACTFULNESS

As teachers we always encourage students to follow a rigorous methodology based on facts and a critical approach, connecting it to the Factfulness pillar.

If you would like to review the whole School's Programme of Inquiry and see all our Units of Inquiry for 22/23, click [here](#).

TRANSDISCIPLINARY THEMES



Who we are

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.



Where we are in place and time

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, from local and global perspectives.



How we express ourselves

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.



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 organise ourselves

An inquiry into the interconnectedness of humanmade 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

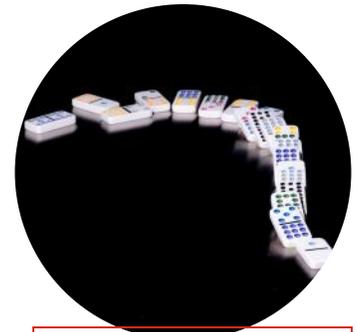
An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

KEY CONCEPTS

Key concepts are big ideas that are transferable from one unit to another, and from one discipline to another. They help students build abstract thinking and cognitive skills. They unleash connections, trigger creativity and promote a higher understanding of the whole map of knowledge.



Change



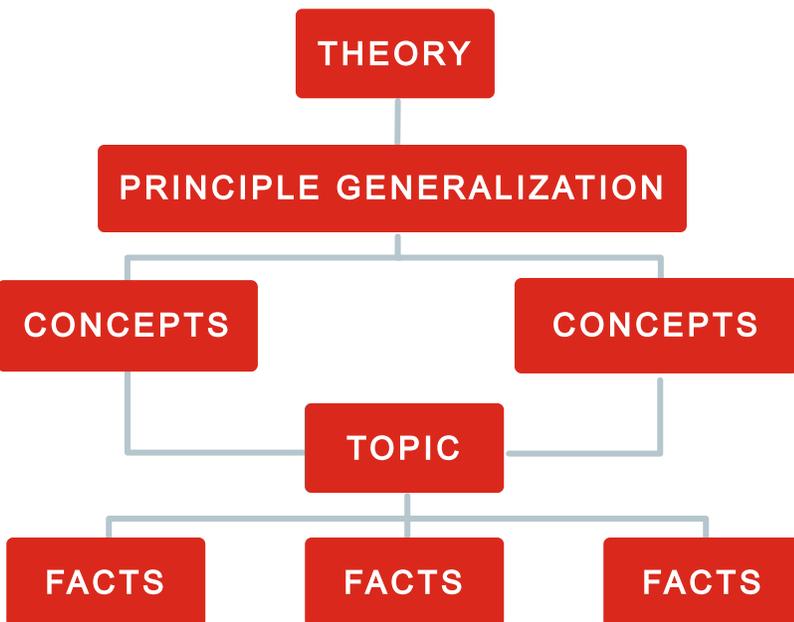
Causation



Responsibility



Perspective



Connection

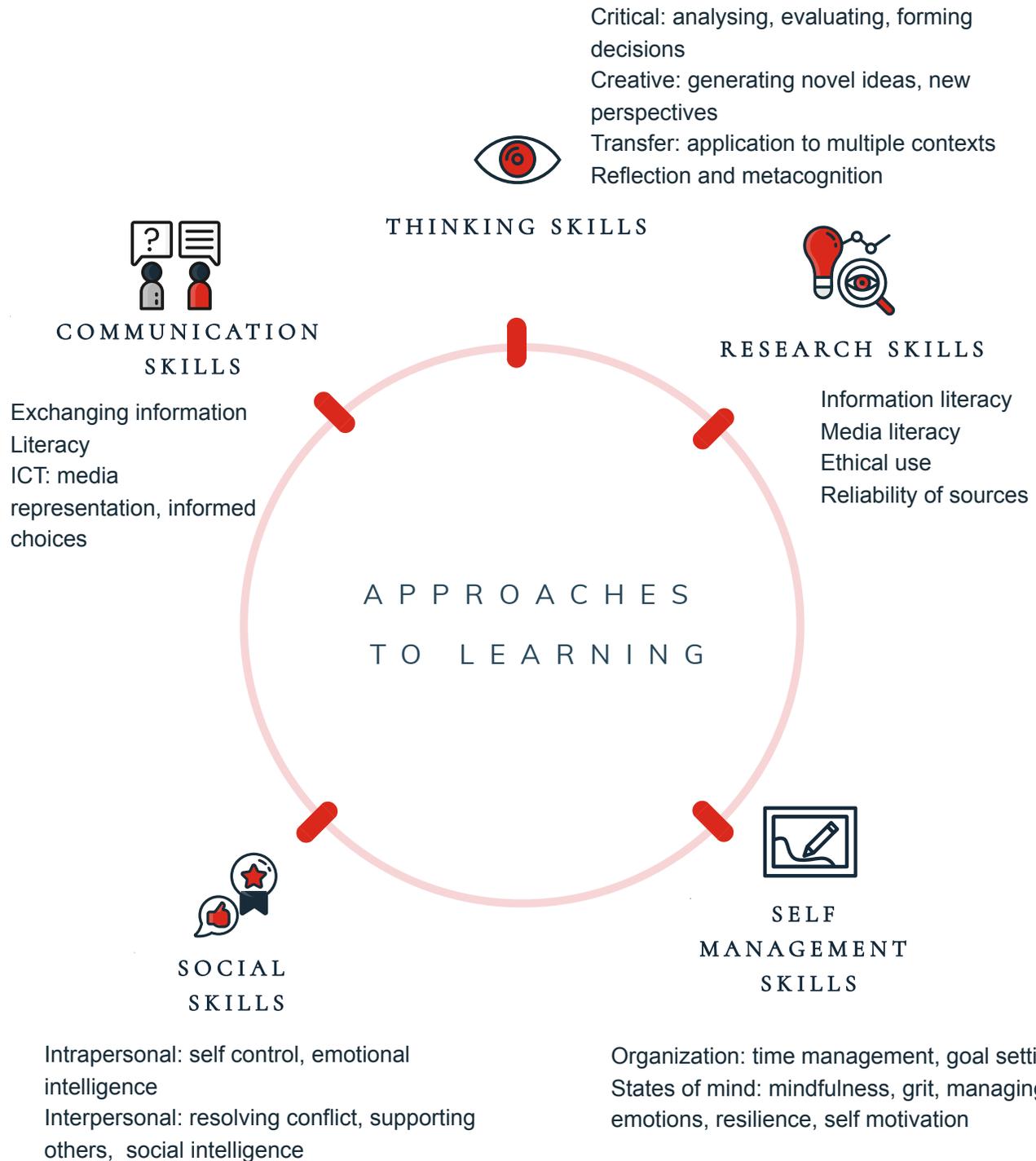


Form



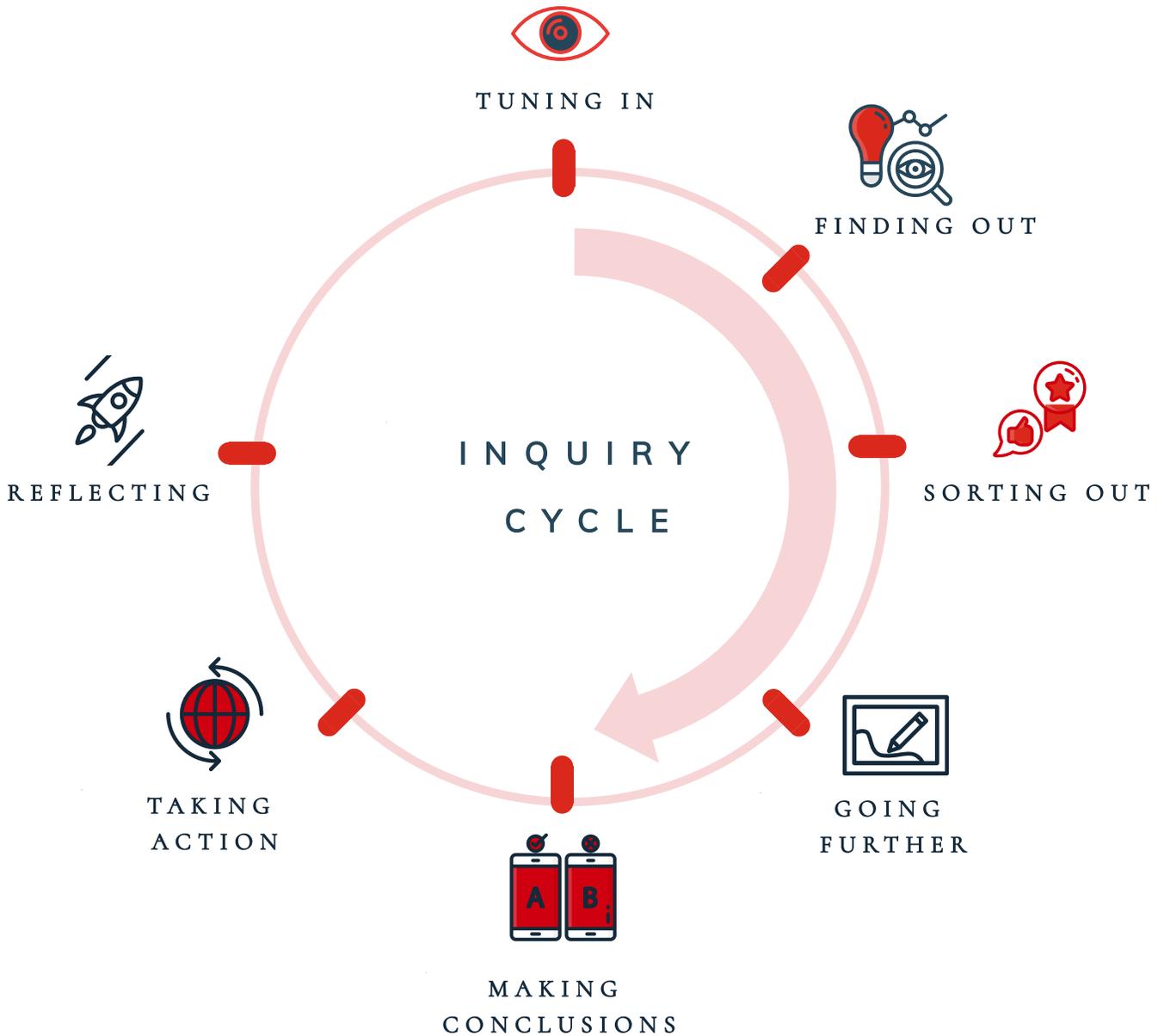
Function

APPROACHES TO LEARNING



These skills are grounded in the belief that learning how to learn is fundamental to a child's education. These skills aim to support your child to become a self-regulated learner who knows how to ask good questions, set effective goals and pursue their aspirations with the determination to achieve them.

INQUIRY CYCLE



Inquiry is not a one-off moment in learning. It is not a separate or specific part of learning, but is rather the approach and lens through which we view all forms and facets of learning. Inquiry is a process, a flexible framework that is cyclical yet not linear, where the phase of tuning in is continually revisited as new questions arise, misconceptions are explored and interests are expressed.

LINGUISTIC POLICY

St Peter's is a very complex linguistic environment. At the last count, our students spoke at least 25 different languages and our teachers at least 12. And while that has its own challenges, it also provides us with a wealth of learning opportunities.

Over the years we have had the chance to observe how our students use their linguistic competences from a very early age, showing us how at ease they are as plurilingual speakers.

Being plurilingual doesn't simply mean that they speak more than one language. It is much more than that. It means that they have many languages in their heads which they use as a combined competence. At any given time, one or other language may be more or less dominant, depending upon who we are with, where we are living and what we need to do. It refers to the fact that an individual can draw upon all of their languages to communicate effectively and this may mean switching competently and effectively from one to another if the situation requires it.

Through their daily classes, students will encounter English, Spanish, Catalan and French as they progress through the Foundation and Primary Years amongst the countless languages and cultures they will meet through their peers each and every day.

For us it is important that the students are encouraged to take a risk with their language learning and to ensure that they are supported appropriately to build their understanding. We have developed a dedicated Language Support Programme that spans across all the languages delivered at St. Peter's and ensures students can work at a pace and a level that is catered to their needs.



Jane Mitchell
Head of Languages
janemitchell@stpeters.es

LEARNING OUTCOMES IN FOUNDATION YEARS



Language

Listening and speaking: Learners show an understanding of the value of speaking and listening to communicate. They recognise that sounds are associated with objects, or with symbolic representations of them. They are using language to name their environment, to get to know each other, to initiate and explore relationships, to question and inquire.

Viewing and presenting: Learners show an understanding that the world around them is full of visual language that conveys meaning. They are able to interpret and respond to visual texts. Although much of their own visual language is spontaneous, they are extending and using visual language in more purposeful ways.

Reading: Learners show an understanding that print represents the real or the imagined world. They know that reading gives them knowledge and pleasure; that it can be a social activity or an individual activity. They have a concept of a “book”, and an awareness of some of its structural elements. They use visual cues to recall sounds and the words they are “reading” to construct meaning.

Writing: Learners show an understanding that writing is a form of expression to be enjoyed. They know that how you write and what you write conveys meaning; that writing is a purposeful act, with both individual and collaborative aspects.



Maths

Data handling: Students will develop an understanding of how the collection and organization of information helps to make sense of the world. They will sort, describe and label objects by attributes and represent information in graphs including pictographs and tally marks. Students will discuss chance in daily events.

Measurement: Students will develop an understanding of how measurement involves the comparison of objects and the ordering and sequencing of events. They will be able to identify, compare and describe attributes of real objects as well as describe and sequence familiar events in their daily routine.

Shape and space: Students will understand that shapes have characteristics that can be described and compared. They will understand and use common language to describe paths, regions and boundaries of their immediate environment.

Patterns and function: Students will understand that patterns and sequences occur in everyday situations. They will be able to identify, describe, extend and create patterns in various ways.

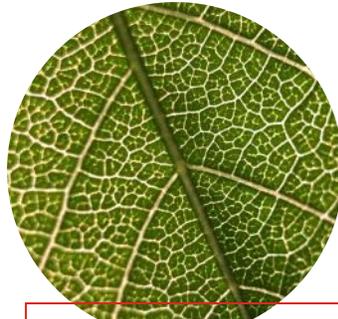
Number: Students will understand that numbers are used for many different purposes in the real world. They will develop an understanding of one-to-one correspondence and conservation of number, and be able to count and use number words and numerals to represent quantities.

LEARNING OUTCOMES FOR FOUNDATION YEARS



Social studies

Students will explore their understanding of people and their lives, focusing on themselves, their friends and families, and their immediate environment. They will practise applying rules and routines to work and play. They will gain an increasing awareness of themselves in relation to the various groups to which they belong and be conscious of systems by which they organize themselves. They will develop their sense of place, and the reasons why particular places are important to people. They will also develop their sense of time, and recognize important events in their own lives, and how time and change affect people.



Science

Students will develop their observational skills by using their senses to gather and record information, and they will use their observations to identify simple patterns, make predictions and discuss their ideas. They will explore the way objects and phenomena function, and will recognize basic cause and effect relationships. Students will examine change over varying time periods and know that different variables and conditions may affect change. They will be aware of different perspectives, and they will show care and respect for themselves, other living things and the environment. Students will communicate their ideas or provide explanations using their own scientific experience and vocabulary.



Technology

In Foundation 3 and Foundation 4 we focus on digital systems and how they are used to communicate. Students explore how algorithms can be used to solve problems. We introduce students to computational thinking. From Foundation 5 students investigate how digital systems display data and use a sequence of steps and decisions (algorithm) to solve problems. They develop an understanding of how digital systems use algorithms to communicate.

If you would like to review the whole School's Curriculum for 22/23, [click here](#).



Arts

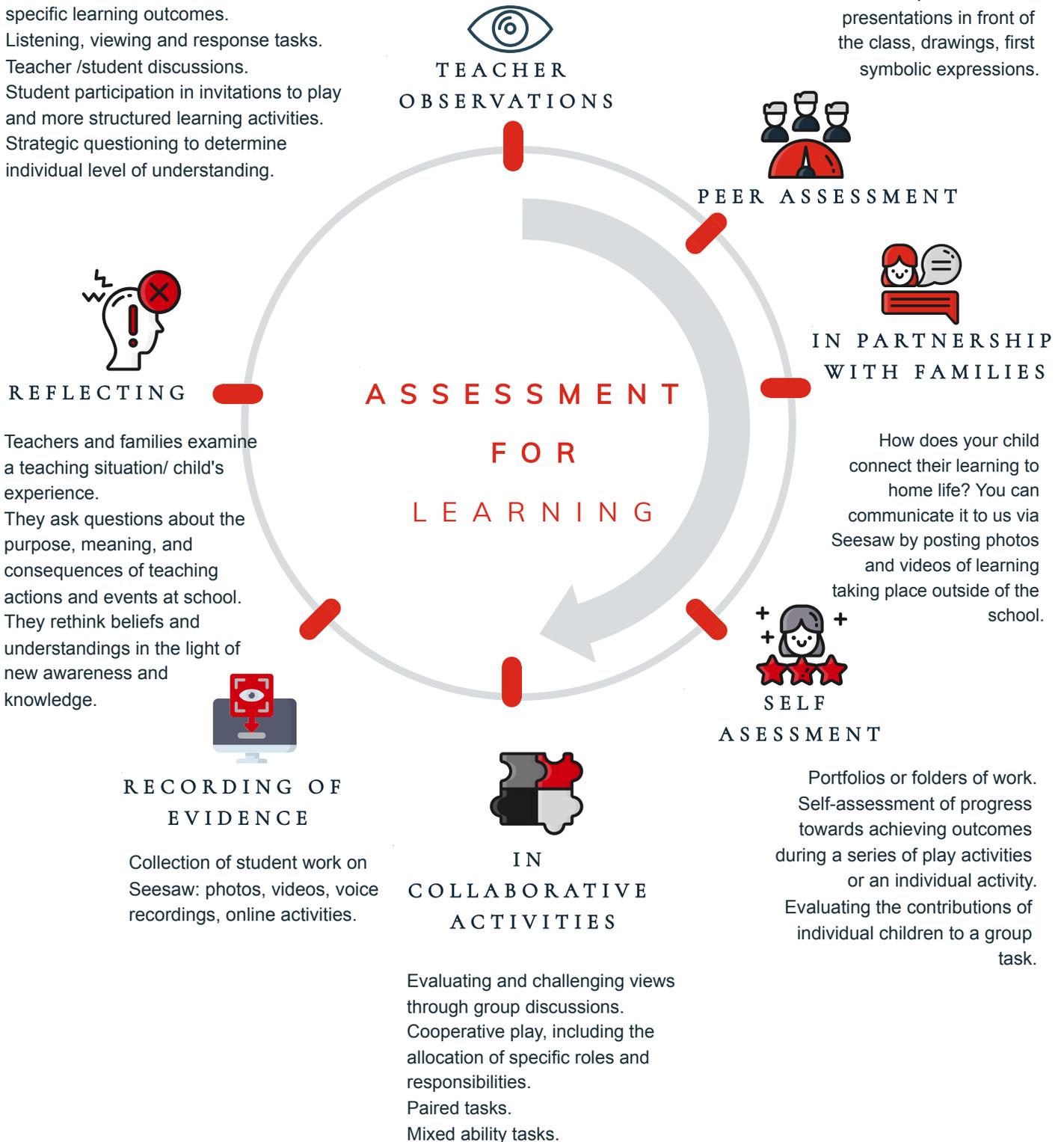
Responding: Students show understanding that the different arts are forms of expression to be enjoyed. They have a concept of being an audience of different art forms and display awareness of sharing art with others. They are able to interpret and respond to different art forms, including their own work and that of others.

Creating: Students show an understanding that they can express themselves by creating artworks in dance, drama, music and visual arts. They know that creating in arts can be done on their own or with others. They are aware that inspiration to create in arts comes from their own experiences and imagination.

ASSESSMENT IN FOUNDATION YEARS

Informal observations and feedback during teaching and learning activities; formal observations which involve planning for an opportunity to observe specific learning outcomes. Listening, viewing and response tasks. Teacher /student discussions. Student participation in invitations to play and more structured learning activities. Strategic questioning to determine individual level of understanding.

Informal oral peer assessment: of performances, presentations in front of the class, drawings, first symbolic expressions.



BEHAVIOUR GUIDANCE

Kindness and firmness; connection before correction; empathy, affection, respect and a sense of belonging.

These are the fundamental pillars on which our education is based, our way of generating self-confidence in the student, establishing relationships between teachers and students, without exercising control based on punishment.

St Peter's is a cheerful and calm institution, with the natural noise of school life, where teachers work firmly and kindly at the same time, fostering mutual respect and self-confidence.

Our Foundation Years teachers understand neuroscientific research that tells us how your child's brain is changing. The brain's complexity reminds us that when our students are upset, or when they're acting in ways unhelpful to them/their friends, we can appeal to different "parts" of their brains - to different regions and ways the brain functions, with different teachers' responses activating different circuitry. We know that when children are calm and in a receptive state of mind, they're capable of absorbing the life-skills lessons we're trying to teach. And when they're upset, their primitive brain takes control, shifting their focus to defending themselves from threat of attack. When they're in a reactive state like this, they can't learn.

Therefore, we recognise that a child is upset or distressed or angry, before attempting to discipline their behaviour. We always connect to your child emotionally first: we emphasise, before setting the boundary. We make it a habit to acknowledge and name feelings.

Finally, we focus on an appropriate behaviour alternative. We ask the children: What happened? What were you thinking of at the time? Who has been affected by what you have done? What do you think you need to do to make things right? This is a process we call restorative justice: making amends with their learning community.

Our mindfulness curriculum in Foundation Years is also a part of our behaviour guidance philosophy. It helps the children recognise the difference between "feel" and "am". When children feel sad or angry, they have a hard time understanding that they won't always feel that way. During our mindfulness classes, we remind students that feelings come and go. Fear, frustration are temporary states, not enduring traits.

AFTERSCHOOL ACTIVITIES

These activities take place from 4:30pm to 6pm. During the first half an hour your child will have time for a snack (brought from home) and time to get changed if doing sports. If you would like to sign your child up for our Afterschool Activities, please [click here](#).

Foundation 3

SPORTS HUB		
PRE SPORT 		
THINKERS HUB		
LITTLE EINSTEINS		
CREATIVE HUB		
PRE JAZZ 2 days	LITTLE MOZARTS	ART & STORYTELLING 



Foundation 4

SPORTS HUB		
MULTISPORT 2 days	JUDO 2 days	
THINKERS HUB		
LITTLE EINSTEINS		
CREATIVE HUB		
PRE JAZZ	LITTLE MOZARTS	ART & MINDFULNESS



Foundation 5

SPORTS HUB		
JUDO	FOOTBALL STARS ACADEMY 	
THINKERS HUB		
CHESS CLUB		
CREATIVE HUB		
PRE JAZZ	PIANO	ART & MINDFULNESS



COMMUNITY ENGAGEMENT

At St. Peter's we have defined our learning community as students, teachers, pedagogical leadership team, mentors, domain experts, families and carers.

Our learning community involvement encompasses six areas:



Parenting

We want to inspire and empower parents and carers to provide healthy home environments, in which children can continue to thrive outside of school. We offer parents workshops and webinars throughout the year on topics such as early literacy, inquiry skills, positive behaviour guidance. When needed, our Support Centre can help families find specialist support and assistance.

After School

Our After School activities is a relaxed community hub where your children can spend time with their friends playing, doing homework, practising sport, learning languages and music. At the same time parents can attend Spanish beginner lessons.



Relocating

Have you just moved to Barcelona? We understand that in addition to choosing our school, your family might need support in getting to know your new city/country. Our Director of Admissions can recommend Relocation and Real Estate Agents to help with any formal arrangements related to your move.

Social events

Starting with the Welcome Day on the 2nd September, we invite families to join our social and cultural events. These gatherings will take place in and outside of school and will include options to socialise with or without your children. We are planning beach days, picnics, city tours and gala parties.



Volunteering

We invite parents and carers into our classrooms to enrich our units of inquiry. Parents can arrange with the teacher to hold a presentation about a topic of interest or an area of expertise. You can join us for afternoon story time or participate in other special projects such as International Day.

Class Hosts

New to our School Community? No problem! Our Class Host will help your family settle into the new school routines, help you connect with other families from similar language backgrounds and suggest the first playdates or informal weekend meet ups.

ONLINE TOOLS

At St Peter's we regularly use the following classroom management technology tools to record your child's progress, propose fun activities for learning at home and include you in our international learning community. For any direct communication with your child's teacher, you can speak to them daily at the gate during drop off and pick up, message via Seesaw, e-mail or call the school.



DOWNLOAD "SEESAW LEARNING" APP

We use Seesaw as a tool for making your child's learning visible. Your child's teacher will be posting videos, photos, evidence of learning as well as announcements and fun activities to do at home (not obligatory). By following Seesaw, you can truly become your child's best audience for their learning! You will also have an option to send us updates showing any learning or important events happening at home, by uploading your own videos and photos. Your child's teacher will also be reminding you of any excursions, extra items to bring to school through the Seesaw announcements section.



JOIN "CLASSLIST" PARENT SOCIAL NETWORK

We use Classlist to support and encourage community life at St Peter's. Through Classlist you can see any upcoming social events for parents or parents with children and you can volunteer to help other families or teachers. There is also an option to join interest or language clubs with other parents. You can also organise your own events such as birthday parties or playgroups and easily send invitations.

If you have trouble joining or using any of these apps, please let your teacher know to receive individual assistance.

Classlist Quick Start Guide

Classlist is the parent app that brings you into the heart of your school community.

Here are 9 things you can do on the Classlist app to get you started!

1

Write a **post** to ask the parents in your child's class a question, share information or start a conversation

2

Your Home Page shows all your **groups** for easy access. You'll see relevant posts for you in your **Activity Feed**: from your class, your year group, special interest groups you've joined or whole school announcements

3

See what school, PTA and social **Events** are coming up for you and your child. Arrange **parties**, buy tickets, volunteer to help

4

View up-to-date class lists & **contact details** here. See who's who in your child's class. Put a face to a name! See who lives near you on the **Parent Map**. Find a lift or car-share

5

See your a list of all your **notifications** here

6

Find items for sale, wanted items and Lost & Found in the **Marketplace**

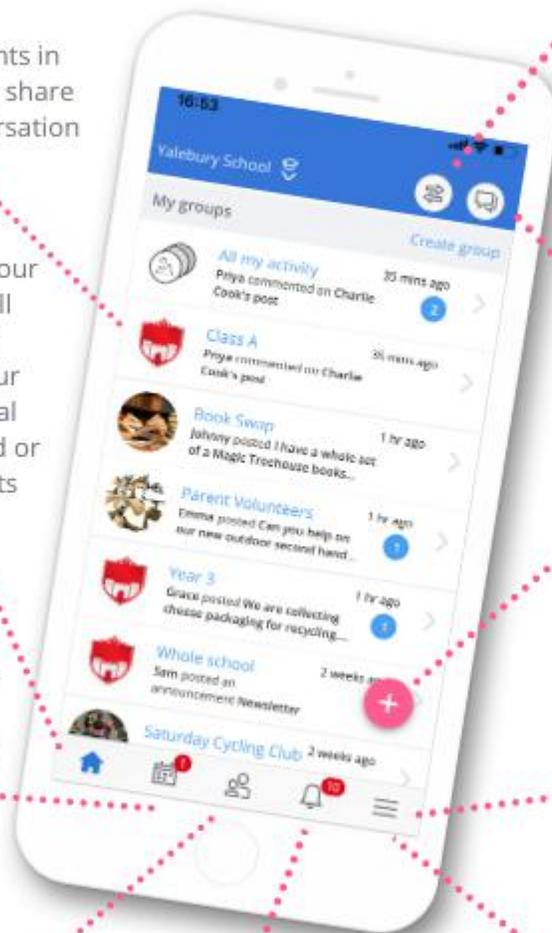
8

Here's your **Create** shortcut menu. Post to your class group, organise a meet-up, set up a new interest group, message a parent or sell outgrown items

9

Send a direct **message** to other parents to make friends & arrangements

Reps & Admins: click **Switch to Admin** here to go to your Admin screens: Create an **Announcement** to send a message of any length. Post to multiple groups. Manage members. Admins should create events here to benefit from extra **Event** features



Is Classlist moderated?

Yes! This keeps our community friendly, welcoming and useful.

How much information do I need to share?

You're in control! You decide how much information to share and what notifications you want.

Is Classlist safe?

Yes! It's fully GDPR-compliant, private and secure.



Classlist

Smarter together.



www.classlist.com

FOUNDATION YEARS TEAM



Niki Savva
Foundation 3N Teacher
nsavva@stpeters.es



Andrea Diaz
Foundation 3N Teacher
adiaz@stpeters.es



Agata Castro
Foundation 5T Assistant
acastro@stpeters.es



Nicola Spofforth
Foundation 4N Teacher
nsofforth@stpeters.es



Veronica Fraser
Foundation 4N Assistant
dfraser@stpeters.es



Katie Owen
Foundation 5K Teacher
kowen@stpeters.es



Tracie Butler
Foundation 5K Assistant
tbutler@stpeters.es



Tracey Stanbridge
Foundation 5T Teacher
tstanbridge@stpeters.es



Marta Surinach
Foundation 3N Assistant
msurinach@stpeters.es



Toulia Tzamaris
Foundation 3A Assistant
dtzamaris@stpeters.es



Rosa Ximenis
Gym Teacher
rximenis@stpeters.es



Karelis Bertran
Music Teacher
karelis.bertran@stpeters.es



Veronica Guerra
Afterschool Coordinator
vguerra@stpeters.es



Yolanda Delgado
Mindfulness Teacher
ydelgado@stpeters.es



Benjamin Kay
Music and Drama Teacher
bkay@stpeters.es



Lourdes Barceló
Head of Education
lourdes@stpeters.es



Carme Escorcía
Head of Communications
cescorcia@stpeters.es

