

PRIMARY YEARS (Y1-Y5)



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Welcome

Welcome to the Primary 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 Primary Years and our daily life at St Peter's. It outlines your child's learning goals and explains how the IB Programme is implemented in their class.

Within the caring and supportive environment of the Primary 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 delighted 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.



Agustina Lacarte
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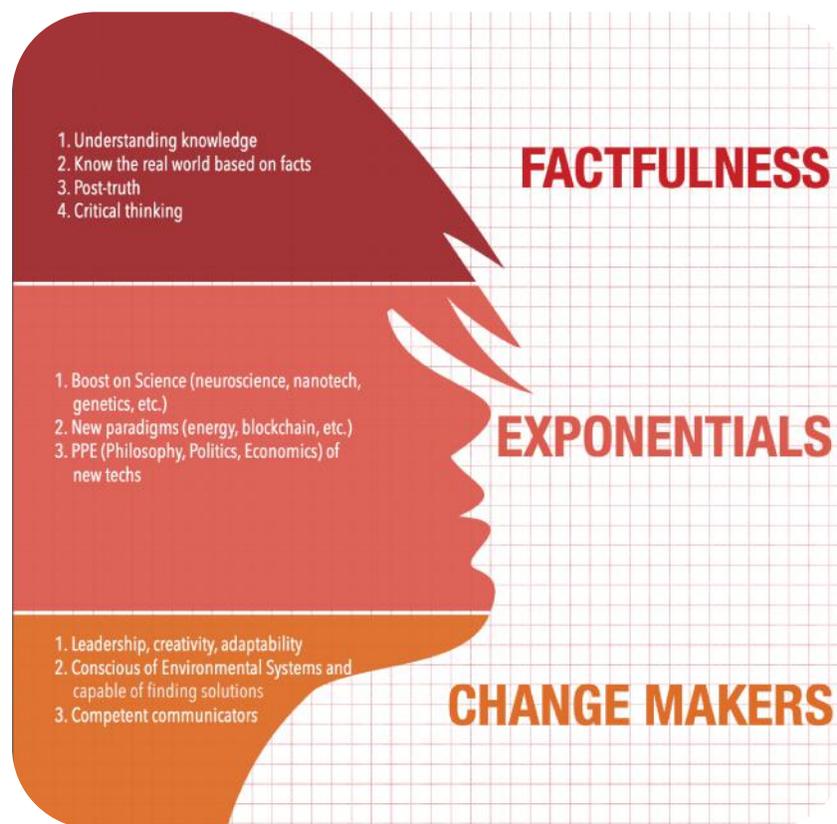
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About our School

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 Making.



Primary Years Structure

Year group	Year of birth
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 and in our Seesaw Platform.

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.

[Check our Programme of Inquiry 2022-23](#)



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

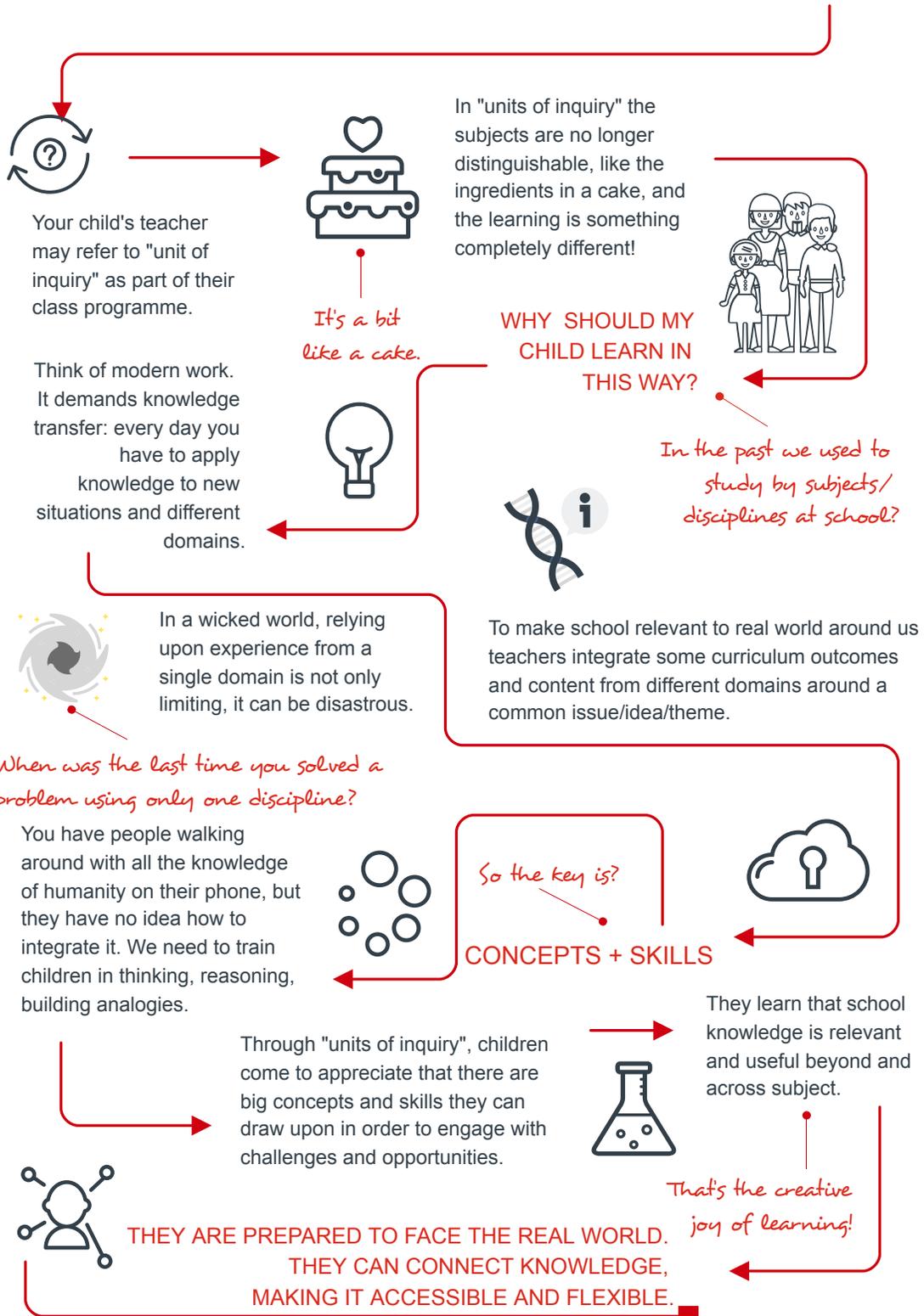
Our teachers work collaboratively to ensure that links are made across all areas of the curriculum, to the real world, the community and our own students' experiences. Through a shared planning process the Class Teachers, Leadership Team, Specialist Teachers and Support Staff develop opportunities for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

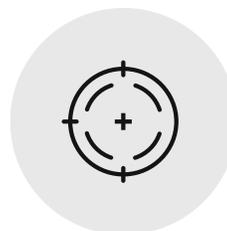
Let's unpack an example of a unit of inquiry called "Mission to Mars" to help you understand this IB learning method:

There are six themes to choose from - your child will work through all of them in Primary Years.



THEME

Where we are in place and time



CENTRAL IDEA

Finding out about advances in space exploration helps us understand the impact of technology in the future.

This is the big idea that your child will investigate in this unit. As you can see it is not restricted to one subject.



KEY CONCEPTS

Form
Connection
Systems
Similarities and differences

Concepts that the teachers pick for each unit are timeless, universal and abstract. IB uses concepts so that in the future children can apply their learning to any new situation or domain.



APPROACHES TO LEARNING

Research skills
Thinking skills

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

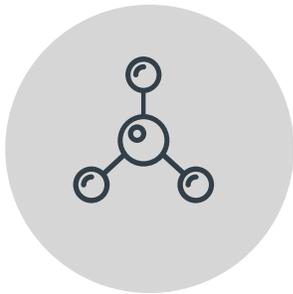
Unit of Inquiry

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



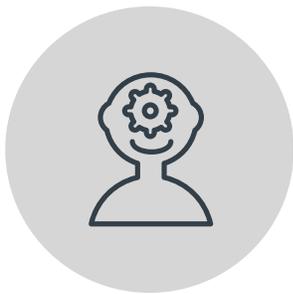
EXPONENTIALS

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

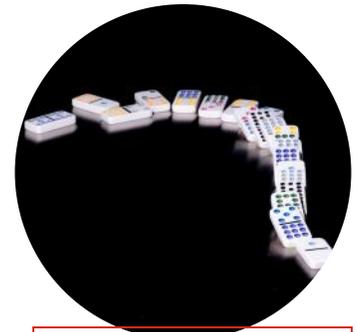
An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

Key concepts

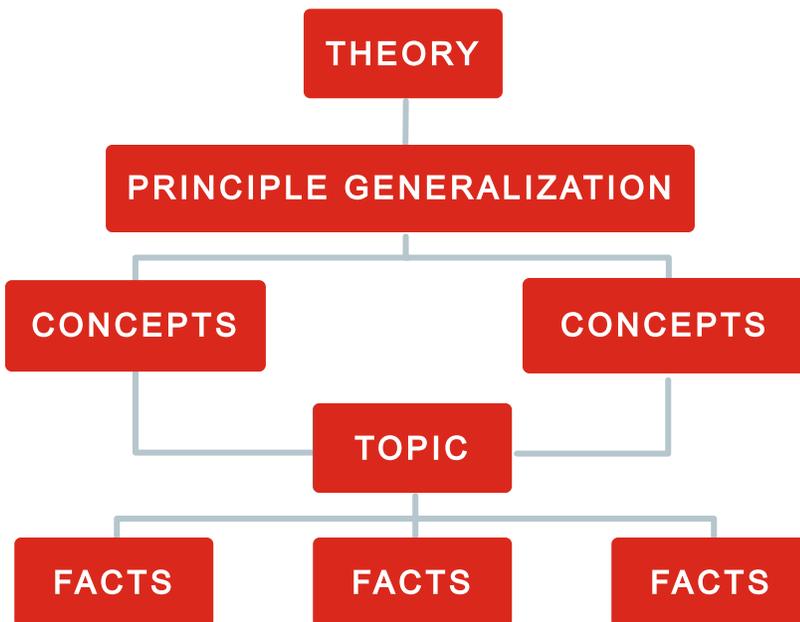
Key concepts are big ideas that are transferable from one unit to another, and from one discipline to another. They help students build abstract thinking and cognitive skills. They unleash connections, trigger creativity and promote a higher understanding of the whole map of knowledge.



Change



Causation



Responsibility



Perspective



Connection

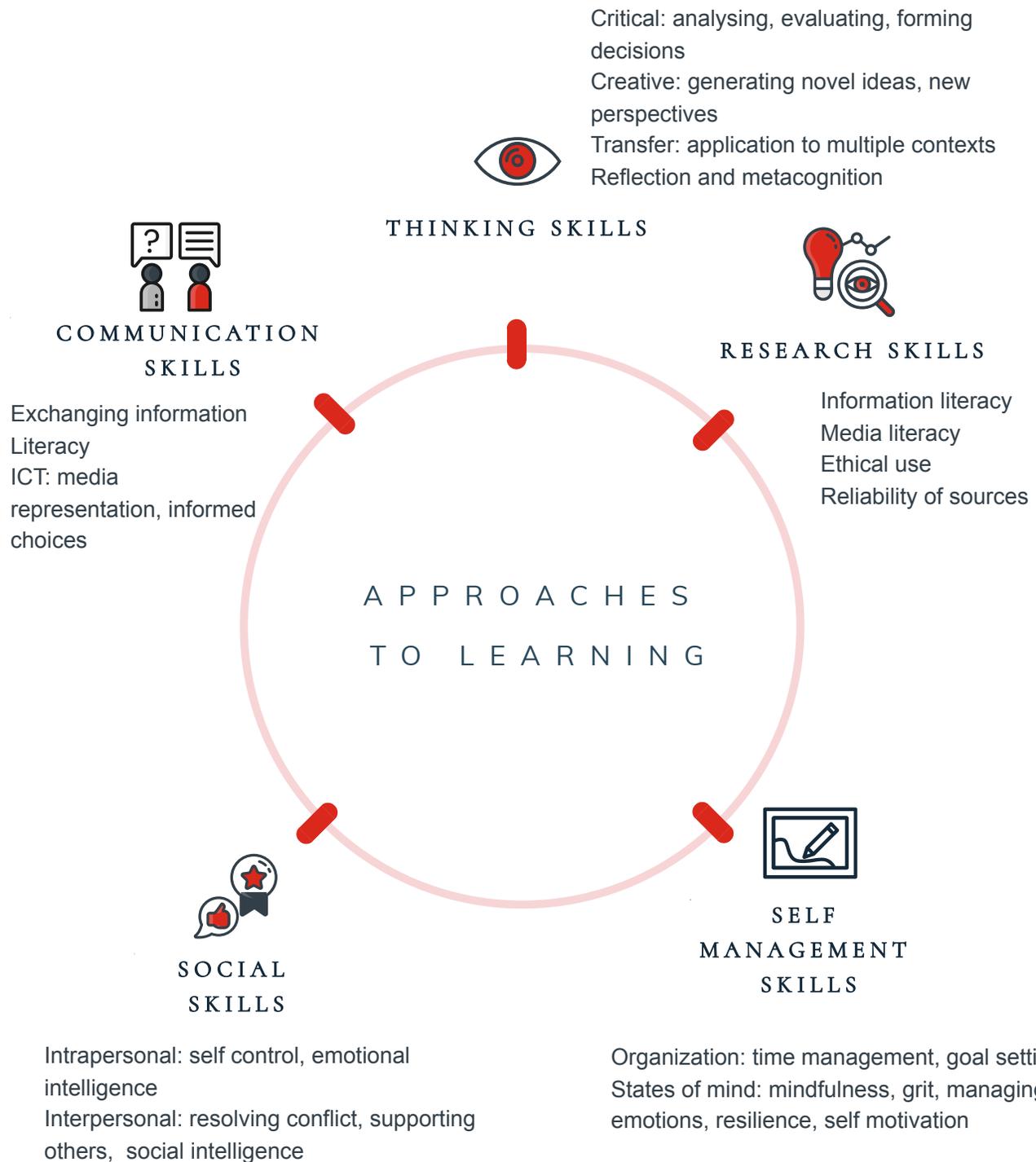


Form



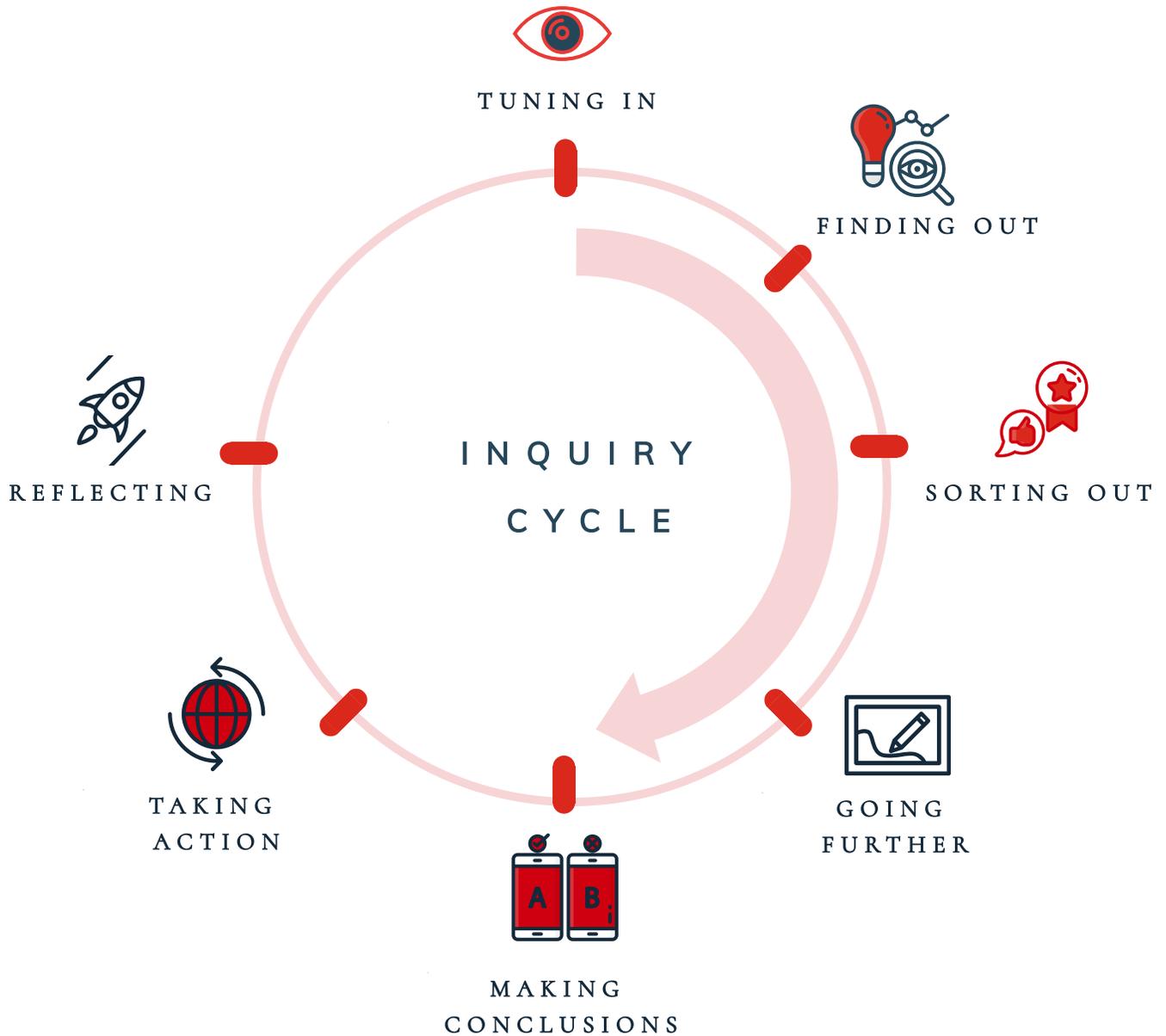
Function

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 Circle



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.



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Learning Outcomes in Primary Years



Language

Reading:

Phase 2

Learners show an understanding that language can be represented visually through codes and symbols. They are extending their data bank of printed codes and symbols and are able to recognize them in new contexts. They understand that reading is a vehicle for learning, and that the combination of codes conveys meaning.

Phase 3

Learners show an understanding that text is used to convey meaning in different ways and for different purposes—they are developing an awareness of context. They use strategies, based on what they know, to read for understanding. They recognize that the structure and organization of text conveys meaning.

Phase 4

Learners show an understanding of the relationship between reading, thinking and reflection. They know that reading is extending their world, both real and imagined, and that there is a reciprocal relationship between the two. They have established reading routines and relish the process of reading.

Phase 5

Learners show an understanding of the strategies authors use to engage them. They have their favourite authors and can articulate reasons for their choices.

Writing:

Phase 2

Learners show an understanding that writing is a means of recording, remembering and communicating. They know that writing involves the use of codes and symbols to convey meaning to others; that writing and reading uses the same codes and symbols. They know that writing can describe the factual or the imagined world.

Phase 3

Learners show an understanding that writing can be structured in different ways to express different purposes. They use imagery in their stories to enhance the meaning and to make it more enjoyable to write and read. They understand that writing can produce a variety of responses from readers. They can tell a story and create characters in their writing.

Phase 4

Learners show an understanding of the role of the author and are able to take on the responsibilities of authorship. They demonstrate an understanding of story structure and are able to make critical judgments about their writing, and the writing of others.

Phase 5

Learners show an understanding of the conventions pertaining to writing. They demonstrate a high level of integration of the strands of language in order to create meaning in a manner that suits their learning styles. They can analyse the writing of others and identify common or recurring themes or issues.

Learning Outcomes in Primary Years

Language

Listening and speaking:

Phase 2

Learners show an understanding that sounds are associated with objects, events and ideas, or with symbolic representations of them. They are aware that an object or symbol may have different sounds or words associated with it in different languages. They are beginning to be cognisant about the high degree of variability of language and its uses.

Phase 3

Learners show an understanding of the wide range of purposes of spoken language: that it instructs, informs, entertains, reassures; that each listener's perception of what they hear is unique.

Phase 4

Learners show an understanding of the conventions associated with speaking and listening and the value of adhering to those conventions. They are aware that language is a vehicle for becoming knowledgeable; for negotiating understanding; and for negotiating the social dimension.

Phase 5

Learners are able to understand the difference between literal and figurative language; how to use language differently for different purposes. They are aware that they are building on their previous experiences and using language to construct new meaning.

Viewing and presenting:

Phase 2

Learners identify, interpret and respond to a range of visual text prompts and show an understanding that different types of visual texts serve different purposes. They use this knowledge to create their own visual texts for particular purposes.

Phase 3

Learners show an understanding that visual text may represent reality or fantasy. They recognise that visual text resources can provide factual information and increase understanding. They use visual text in a reflective way to enrich their storytelling or presentations, and to organise and represent information.

Phase 4

Learners show an open-mindedness about the use of a range of visual text resources to access information. They think critically, and are articulate about the use of visual text to influence the viewer. They are able to use visual imagery to present factual information, or to tell a story.

Phase 5

Through inquiry, learners engage with an increasing range of visual text resources. As well as exploring the viewing and presenting strategies that are a part of the planned learning environment, they select and use strategies that suit their learning styles. They are able to make connections between visual imagery and social commentary. They show more discernment in selecting information they consider reliable. They are able to use visual imagery to support a position.

Learning Outcomes in Primary Years



Maths

Data handling:

Phase 2

Learners understand how information can be expressed as organized and structured data. They collect and represent data in different types of graphs, interpreting the resulting information for the purpose of answering questions. The learners develop an understanding that some events in daily life are more likely to happen than others and they will identify and describe likelihood using appropriate vocabulary.

Phase 3

Learners collect, organize, display and analyse data, developing an understanding of how different graphs highlight different aspects of data more efficiently. They understand that scale can represent different quantities in graphs and that mode can be used to summarize a set of data.

Phase 4

Learners collect, organize and display data for the purposes of valid interpretation and communication. They use the mode, median, mean and range to summarize a set of data. They create and manipulate an electronic database for their own purposes, including setting up spreadsheets and using simple formulas to create graphs. Learners understand that probability can be expressed on a scale (0–1 or 0%–100%) and that the probability of an event can be predicted theoretically.

Measurement:

Phase 2

Learners understand that standard units allow us to have a common language to measure and describe objects and events. Learners develop these understandings in relation to measurement involving length, mass, capacity, money, temperature and time.

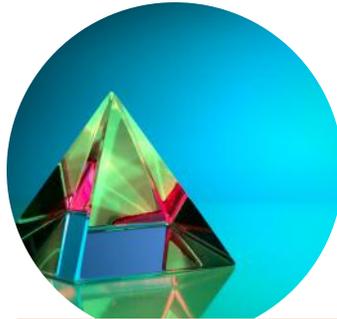
Phase 3

Learners use standard units to measure objects, in particular developing their understanding of measuring perimeter, area and volume. They select and use appropriate tools and units of measurement. The learners will be given the opportunity to construct meaning about the concept of an angle as a measure of rotation.

Phase 4

Learners understand that a range of procedures exists to measure different attributes of objects and events, for example, the use of formulas for finding area, perimeter and volume. They will be able to decide on the level of accuracy required for measuring and using decimal and fraction notation when precise measurements are necessary.

Learning Outcomes in Primary Years



Maths

Shape and space:

Phase 2

Learners work with 2D and 3D shapes, developing the understanding that shapes are classified and named according to their properties. They understand that examples of symmetry and transformations can be found in their immediate environment. Learners interpret, create and use simple directions and specific vocabulary to describe paths, regions, positions and boundaries of their immediate environment.

Phase 3

Learners sort, describe and model regular and irregular polygons, developing an understanding of their properties. They describe and model congruency and similarity in 2D shapes. Learners continue to develop their understanding of symmetry, in particular reflective and rotational symmetry. They understand how geometric shapes and associated vocabulary are useful for representing and describing objects and events in real-world situations.

Phase 4

Learners understand the properties of regular and irregular polyhedra. They understand the properties of 2D shapes and understand that 2D representations of 3D objects can be used to visualize and solve problems in the real world, for example, through the use of drawing and modelling. Learners develop their understanding of the use of scale (ratio) to enlarge and reduce shapes.

Pattern and function:

Phase 2

Learners understand that whole numbers exhibit patterns and relationships that can be observed and described, and that the patterns can be represented using numbers and other symbols. They use their understanding of pattern to represent and make sense of real-life situations and, where appropriate, to solve problems involving addition and subtraction.

Phase 3

Learners analyse patterns and identify rules for patterns, developing the understanding that functions describe the relationship or rules that uniquely associate members of one set with members of another set. They understand the inverse relationship between multiplication and division, and the associative and commutative properties of multiplication. They use their understanding of pattern and function to represent and make sense of real-life situations and, where appropriate, to solve problems involving the four operations.

Phase 4

Learners understand that patterns can be represented, analysed and generalized using algebraic expressions, equations or functions. They use words, tables, graphs and, where possible, symbolic rules to analyse and represent patterns. They develop an understanding of exponential notation as a way to express repeated products, and of the inverse relationship that exists between exponents and roots.

Learning Outcomes in Primary Years



Social studies

Phase 2:

Students appreciate the reasons why people belong to groups, the roles they fulfill and the different ways that people interact within groups. They broaden their sense of place and the reasons why particular places are important to people. Students start to develop an understanding of their relationship with the environment. They gain a greater sense of time, recognizing important events in their own lives, and how time and change affect people. They become increasingly aware of how advances in technology affect individuals and the environment.

Phase 3:

Students investigate how and why groups are organized within communities, and the ways in which communities reflect the cultures and customs of their people. They recognize the interdependency of systems and their function. They recognize how the past is recorded and remembered in different ways.

Phase 4:

Students extend their understanding of how and why groups are organized within communities, and how participation within groups involves both rights and responsibilities. Students will gain an appreciation of how cultural groups may vary in their customs and practices but reflect similar purposes. They will realize the significance of developing a sense of belonging and stewardship towards the environment, valuing and caring for it, in the interests of themselves and future generations. They will gain an understanding of how and why people manage resources.



Science

Phase 2:

Students explore the way objects and phenomena function, and gain understanding of cause and effect relationships. Students will examine change over varying time periods. They 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

Phase 3:

Students develop their observational skills by using their senses and selected observational tools. They gather and record observed information in a number of ways. Students explore the way objects and phenomena function, identify parts in a system, and gain an understanding of increasingly complex cause and effect relationships. They examine change over time, and they recognize that change may be affected by one or more variables.

Phase 4:

Students reflect on the impact that the application of science, including advances in technology, has had on themselves, society and the environment. Students examine ethical and social issues in science-related contexts and express their responses appropriately. They use their learning in science to plan thoughtful and realistic action in order to improve their welfare and that of other living things and the environment. Students communicate their ideas or provide explanations using their own scientific experience and that of others.

Learning Outcomes in Primary Years



Technology

Phase 2:

Students start to develop recording skills by using technology to collect and display data. They explore the different parts in the design cycle and identify systems and their key components. Start identifying cause and effect relationships and the notion of variables in a computational-like system. Students use different technologies to communicate their ideas and creations.

Phase 3:

Students use technology to collect and display data and to create prototypes in a different number of ways. They explore the different parts in the design cycle and identify complex systems and their key components. Start understanding the different relationship between computing, electronics and mechatronics in a complex system. Use simple computing programs and start discussing the ethical implications of a computational-like system. Students use different technologies to communicate their ideas and creations.

Phase 4:

Students know how to follow the different parts in the design cycle and identify complex systems and their key components. Work on projects that have different parts to it and integrate them in a simple mechatronic system. Start programming using more sophisticated computing programs and 3d printing design softwares. Discussing the ethical implications of a computational-like system. Students choose between different technologies and use them to communicate their ideas and creations.



Arts

Phase 2:

Learners show an understanding that ideas, feelings and experiences can be communicated through arts. They recognize that their own art practices and artwork may be different from others. They are beginning to reflect on and learn from their own stages of creating arts. They are aware that artworks may be created with a specific audience in mind.

Phase 3:

Learners show an understanding that issues, beliefs, and values can be explored in arts. They demonstrate an understanding that there are similarities and differences between different cultures, places and times. They analyse their own work and identify areas to revise to improve its quality. They use strategies, based on what they know, to interpret arts and understand the role of arts in our world.

Phase 4:

Learners show an understanding that throughout different cultures, places and times, people have innovated and created new models in arts. They can analyse different art forms and identify common and recurring themes or issues. They recognize that there are many ways to enjoy and interpret arts. They accept feedback from others.

Assessment in Primary 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.


REFLECTING

Teachers and families examine a teaching situation/ child's experience. They ask questions about the purpose, meaning, and consequences of teaching actions and events at school. They rethink beliefs and understandings in the light of new awareness and knowledge.

RECORDING OF EVIDENCE

Collection of student work on Seesaw: photos, videos, voice recordings, online activities.


TEACHER OBSERVATIONS


PEER ASSESSMENT


IN PARTNERSHIP WITH FAMILIES

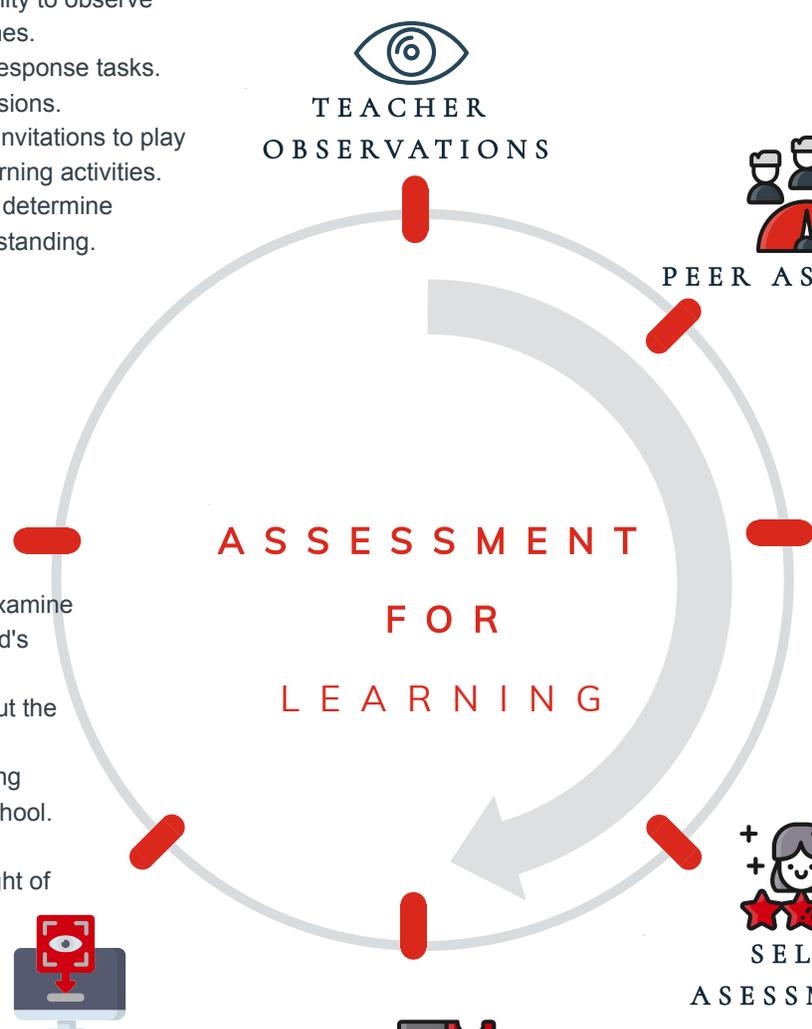
How does your child connect their learning to home life? You can communicate it to us via Seesaw by posting photos and videos of learning taking place outside of the school.


SELF ASSESSMENT

Portfolios or folders of work. Self-assessment of progress towards achieving outcomes during a series of play activities or an individual activity. Evaluating the contributions of individual children to a group task.


IN COLLABORATIVE ACTIVITIES

Evaluating and challenging views through group discussions. Cooperative play, including the allocation of specific roles and responsibilities. Paired tasks. Mixed ability tasks.



The Exhibition (Year 5)



The Exhibition is a culminating Project that students carry out in their final year of the PYP in which students exhibit the attributes of the International Baccalaureate (IB) learner profile that they have been developing throughout their engagement with the PYP.

In the students' final year of the PYP, which occurs at the age 10-11 (Y5), there are five units of inquiry and The Exhibition. The Exhibition unit takes place under any transdisciplinary theme, which is chosen by the Y5 teachers. Students are required to engage in a collaborative transdisciplinary inquiry process that involves identifying local/global real-life issues or problems, investigating and offering solutions to them.

Therefore, the PYP Exhibition has a number of key purposes for students at St Peter's School. During this project, students are required to demonstrate and apply the learning of previous years and reflect upon their journey through the PYP. For that reason, they engage in an in-depth inquiry in collaboration with their peers and guided by their teachers and mentors. It provides the students with an opportunity to demonstrate independence and responsibility of their own learning. Through this journey, students demonstrate how to take meaningful action as a result of their learning, it unites teachers, parents and other members of the school community and it celebrates the transition from primary to middle years.

The Exhibition promotes student agency and it offers learners the opportunity to share their passions, because the PYP is by nature planned to be very open and free. Mentors and Teachers work very closely with students and their role during the exhibition is to coach their students to perform at their peak level and to make sure that students have shown their knowledge, inspiration, and spirit throughout their learning process.

Students at St Peter's are able to interact with a rigorous and dynamic international curriculum which enables them to develop knowledge, skills and attributes that will support them in the pursuit of their goals and in becoming lifelong learners.

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.

After-school 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. For further information, please, check out our [website](#), our [brochure](#), and the [FAQ](#).

Primary

LANGUAGE HUB				
CHINESE	SPANISH FOR FOREIGNERS		HOME LANGUAGES	
SPORTS HUB				
BASKET	FOOTBALL	JUDO		
THINKERS HUB				
ROBOTICS: FIRST LEGO LEAGUE JR.		CHESS CLUB		
CREATIVE HUB				
JAZZ	PIANO	ART	GUITAR	VIOLIN

Note: The GUITAR and VIOLIN categories in the Creative Hub are marked with a blue starburst icon containing the word "NEW!".

Any doubt? Please contact our After-school Activities Coordinator



Verónica Guerra
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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 CLASS" AND "SEESAW FAMILY" 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

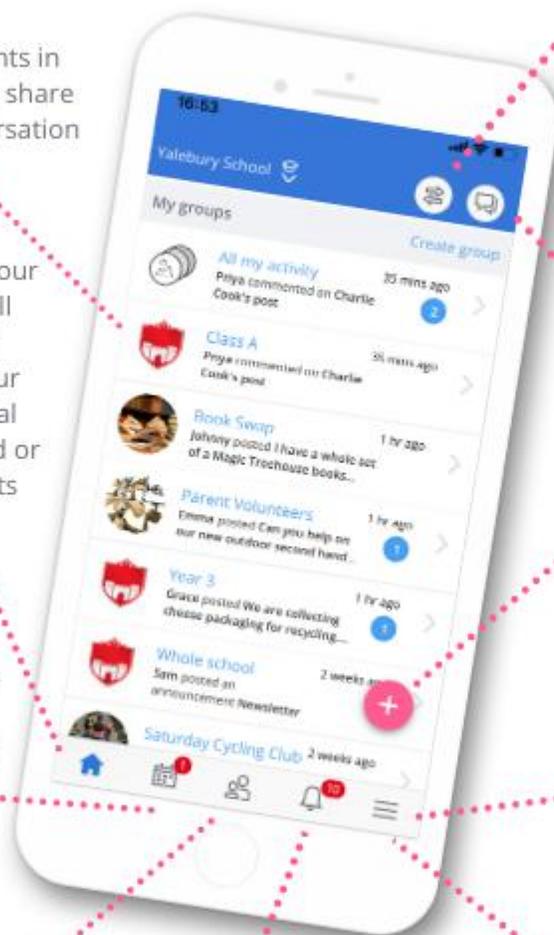
7

View and update your details in your **Profile**. Add or change your photo, edit your child's details & add family contacts. Adjust your privacy. Select app & email notification **settings**

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

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