

# **PYP PARENT HANDBOOK**

**ACADEMIC YEAR 2025 - 2026**



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# Principal's Welcome Note

Welcome to the 2025–2026 academic year at One World International School, Whitefield. We are delighted to have you as part of our vibrant and diverse learning community. Now in our third year of running the MYP curriculum alongside the CBSE programme, we continue to grow together striving for excellence, embracing inquiry, and embodying the values of both educational frameworks.

This Parent Handbook serves as a comprehensive guide to the academic programmes, school policies, and expectations that define life at OWIS. It has been designed to support students and families as they navigate their journey with us, ensuring clarity, consistency, and alignment with our shared goals.

At OWIS, we are committed to nurturing well-rounded individuals in a safe, inclusive, and stimulating environment. Our dedicated faculty, robust curriculum, and emphasis on value driven learning empower students to succeed academically and thrive as compassionate global citizens. Strong communication and collaboration among students, parents, teachers, and staff are the foundations of this success.

We thank you for your continued partnership and look forward to working together to make this a rewarding and fulfilling year for every learner in our care.

*Shylaja Salwan*

**Principal, OWIS Whitefield**

## Purpose of this Hand Book

This Handbook was developed to answer many of the commonly asked questions parents may have during the school year. This handbook contains information about student rights and responsibilities, parents and students are responsible for knowing its contents. Please take the time to become familiar with the following information and keep this Handbook available for your use, either electronically or by printing out a copy. It can be a valuable reference during the school year and a means to avoid confusion and misunderstandings when questions arise. The School reserves the right to interpret the content of this Handbook, including the rules and regulations governing the academic and non-academic conduct of students. This Handbook is not a contract, nor is it intended to be so construed. OWIS Whitefield reserves the right to modify and/or amend the content of this Handbook at any time during the year. If any written modification or amendment is made to this Handbook, a copy of such modification or amendment will be distributed to students and parents.

If you have any questions about the Handbook or any of its policies, please contact the following contacts

**Principal** - [principal.blr-whitefield@owis.org](mailto:principal.blr-whitefield@owis.org)

**PYP Coordinator** - [pypcoordinator.blr-whitefield@owis.org](mailto:pypcoordinator.blr-whitefield@owis.org)

**EYP Coordinator** - [lalitha.apalla@owis.org](mailto:lalitha.apalla@owis.org)



## **The Global Schools Group (GSG)**

OWIS is a member of the Global Schools Group (GSG). Under its umbrella, GSG has 64 campuses in 11 different countries, in excess of 70,000 students, and provides education to students representing over 70 different nationalities. The foundation aims to provide quality education and develop global citizens by fostering academic excellence, character development, and cultural awareness.

OWIS, with 10 schools in 5 countries and growing quickly, is the uniquely mainstream brand of international education under the GSG banner. It provides international standards-based education to students, opening portals for them into post secondary opportunities in any region of the world.

We're happy to have two campuses as a part of the OWIS network in Bangalore. We take pride in being based in Bangalore with strong experience in international education, and we're excited to provide our new community with an inspiring and exceptional learning journey.

## **Local and Global Ideals**

At OWIS, for education to be meaningful, effective, and impactful, it must be firmly rooted in values that allow it to establish strong, meaningful, empowering communities of learning. This is the primary goal of OWIS, and one that stands tall at each OWIS location. While each of the OWIS schools is located in a different country and sociocultural context, its overriding principles are kindness, collaboration, and empowerment. At the same time, an OWIS priority is for each of its schools to engage in the particular needs and characteristics of its social, cultural, economic, and linguistic environment to ensure that it is meeting particular educational needs. In this way, while the defining pillars of the OWIS ideal are similar across all of its schools, each location sets defining anchor points that are unique to its mission within its own particular environment.

## ***“What” an OWIS Student Learns***

Education is based on standards that arise from the needs of individuals and societies. Those standards are based on the knowledge, skills, values, and aptitudes that individuals require in order to become literate, relevant, competent, and contributing members of their communities and of society at large. In the global context, this means more than simply learning to fit into any given particular surrounding community. Rather, it means not only to learn essential skills and knowledge, but to do so where that learning is relevant anywhere, any time. Obviously this also implies the development of a particular mindset and world view that fosters adaptability and resilience.

At OWIS, our curriculum blends national and international standards to offer a well-rounded, globally relevant education. In the PYP, the focus is on building essential skills and conceptual understanding through real-life applications. Students progress through a structured, age-appropriate pathway from Early Childhood to High School, gaining strong foundations in core subjects like Math, Science, Language Arts, Social Studies, the Arts, Technology, and Well-being.





## OUR VISION

Our vision is to become the leading schools in the country. We aim to offer exceptional and accessible education to all, with an emphasis on values, collaboration, creativity, and service to others.

## OUR MISSION

Our mission at OWIS, is to nurture curious, kind, and thoughtful individuals who appreciate all cultures and care for our world. We believe in providing all children with equal opportunities to best-in-class future-ready education.

### Our mission includes:

- Encouraging exemplary behaviour and academic growth in students and creating a passion for learning.
- Promoting collaboration and inquiry-based learning to expand student's knowledge and skills.
- Encouraging students to be kind and strive for success in academics, while also finding a balance between their personal goals and helping others.
- Emphasizing the importance of character maturity and holistic growth, with equal attention given to academic and personal development.



## CORE VALUES AT OWIS

- At OWIS, we place great importance on the [IB Learner Profile](#), which forms the core of our learning environment. We also embrace the OWIS One World, One Community model that promotes kindness and compassion.
- At our school, we foster a global mindset and teach our students to embrace their duty as responsible citizens of the world.
- Every person in our community is important and deserves to have their voice heard, ensuring that everyone's opinions and perspectives are respected.
- We encourage respect and open communication from everyone within our community.
- We provide a safe and supportive learning environment that empowers students to reach their full potential.
- We encourage collaboration and cooperation within our community in an inquiring and reflective environment
- We strive for personal growth and academic excellence for all members of our community.



# SCHOOL CONTACT INFORMATION

## SCHOOL ADDRESS

### Whitefield Campus

Gorivegere Main Road, Whitefield, Sannatammanahalli, Goravigere,  
Bengaluru, Karnataka 560067

## SCHOOL WEBSITE

<https://owis.org/in/>

## SCHOOL EMAIL ADDRESS

[helpdesk.owis.in@globalschools.com](mailto:helpdesk.owis.in@globalschools.com)



SENIOR LEADERSHIP TEAM	
Rajeev Koul	Country Director
Avneesh Singh	Dy. Country Director
Bob Darwish	Global Academic Head
Shylaja Salwan	Principal

## ADMIN CONTACT DETAILS:

Name & Designation	Phone No	Email Id
Mrs. Shylaja Salwan - Principal	-	principal.blr-whitefield@owis.org
Mr. Karthik - Manager Administration	-	manager.administration@owis.org
Ms. Cecilia D Souza	+ 91 4226628821	-
Mr. Raghavendra S N - Global Care Officer	8088432848	hsrm.junior@owis.org, helpdesk.ow
Mr. Mohan Raj - IT Executive	-	itexec.whf@owis.org
Ms. Jesil Abilah - School Nurse	-	nurse.blr-whitefield@owis.org
Mr. Jagadeesh Babu Vejendra - Accounts Exe	-	accounts.blr-whitefield@owis.org
Mr. Bhaskar K S - Sr Transport Executive	-	transport.blr-whitefield@owis.org
Mrs. Pallavi - EA to the Principal	-	eawhf.owisblr@owis.org
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Ms. Aruna - Admission Counsellor	8088432828	admissions.blr-whitefield@owis.org



# ACADEMIC YEAR

## TERM DATES AND HOLIDAYS

Our academic year for 2025-2026 commences on 1st July 2025 (PYP2 to PYP5), and 3rd July 2025(Nursery to PYP1) with two terms. OWIS observes all public holidays as well as a Summer break, Dussehra break, Winter break and Spring Break. Students and parents are provided an annual calendar covering:

- National holidays
- Exam schedules
- Events, PTMs, and field trips
- School closure dates

Link to the calendar: [Academic Calendar- Students.pdf](#)

## WHOLE SCHOOL EVENTS

We host many school events to celebrate our diversity and values over the academic year. Our school calendar is filled with exciting events and festivals that bring our community together. From sports meets and cultural festivals to science fairs and art exhibitions, there's always something happening at OWIS. These events provide platforms for students to showcase their talents, celebrate achievements and create lasting memories.

## BIRTHDAY CELEBRATIONS

At OWIS, we understand and value the joy of celebrating special occasions at school. While we encourage students to enjoy their birthdays, we kindly request that parents avoid bringing whole birthday cakes. Students are welcome to bring chocolates or candies to share with their peers as part of the celebration. Additionally, to make the day even more meaningful, we encourage students to bring a plant or a book for the class or school library. This thoughtful gesture supports sustainability, fosters a love for reading, and adds lasting value to our learning community. Students may come in casual dress on their birthday; however, we request that their attire aligns with the school ethos—comfortable, appropriate, and respectful of the learning environment.

# ASSESSMENTS

At our school, we adopt a comprehensive approach to assessment that supports and nurtures each student's growth and development. Our assessment strategy consists of both **formative** and **summative** assessments, each designed to provide valuable insights into a student's learning journey.

## **Formative Assessments:**

These are ongoing assessments that are embedded in daily learning. They provide real-time feedback to both students and teachers, helping to guide instructional decisions. Formative assessments allow students to reflect on their progress, identify areas for improvement, and set personal learning goals.

## **Summative Assessments:**

These assessments typically take the form of **collaborative projects** and are designed to encourage students to apply their learning in practical, team-oriented contexts. These projects not only assess knowledge but also foster essential skills like critical thinking and teamwork.

## **External Benchmarking – MAP Assessment:**

For a broader view of academic progress, we administer the **MAP (Measures of Academic Progress)** assessment to students in **Grades 1 to 5**. This assessment helps us track individual student growth over time and ensures alignment with international academic standards. The dates regarding the MAP will be updated in the academic calendar and they are designed to evaluate the comprehensive learning experience of the term.

## **Term 1 & Term 2 Assessments:**

To give students the experience of **culminating assessments**, we conduct formal assessments at the end of **Term 1** and **Term 2**. These assessments are an opportunity for students to demonstrate the knowledge and skills they have acquired during the term.

- The **portions** for these assessments are **shared with both students and parents in advance** to ensure proper preparation.
- It will be a half day for students during term assessments.

## **Regular Skill-Based Assessments**

In addition to core assessments, students participate in regular:

- **Spell Bee** - *Aims to strengthen spelling accuracy and vocabulary development, fostering confidence in written communication.*
- **Reading and speaking assessments** - *Designed to encourage reading habits, improve comprehension, and enhance speaking, presentation, and overall communication skills.*
- **Human Calculator**- *A mental math activity that helps students strengthen logical thinking, numerical fluency, Speed, accuracy and problem-solving skills through regular practice.*

## **National and International Academic Competitions:**

In addition to internal assessments, students are encouraged to participate in **National and International academic competitions** such as the **SOF Olympiads** and **Inter School competitions (Local and global)**. These competitions provide students with an opportunity to challenge themselves, apply their knowledge in new contexts, and develop their problem-solving and critical thinking skills. Participation in these competitions also helps students benchmark their abilities against peers worldwide, further enhancing their academic experience.

# SCHOOL REPORTS

All students receive a Progress Report at the end of **Term 1** and **Term 2** via the Toddle App. Additionally, a **Settling-In Report** is shared for new joiners after they complete four weeks at school. The reports provide parents with clear academic achievement grades against age-related expectations as well as indicators for progress which is shared with parents at the PTCs. **In the Primary years programme (PYP)**, reporting on student progress and development includes various approaches like **Unit Culminations**, **Student-Led Conferences (SLCs)** or **My learned world (MLW for EYP)** that involve the student, parents, and teacher collaborating to reflect on the student's work, identify strengths and areas for improvement, and set goals together and empower students to take ownership of their learning by leading the discussion with their parents, reflecting on selected work samples, and sharing insights into their progress and areas for growth. These approaches offer meaningful ways to support and enhance the student's learning journey. **In Early Years (EYP)**, reports focus on qualitative feedback that highlights each child's growth and development, rather than numerical grades. They provide descriptive feedback on progress in subject areas using developmental rubrics and assess the development of Approaches to Learning (ATLs) skills, including communication, social, self-management, and critical thinking.

## REPORTING TO PARENTS

There are regular opportunities for teachers and parents to discuss achievements, set targets and review learning. We report student progress to parents in the form of Parent Teacher Consultations (PTCs) and written school reports. If a student leaves school before reports are issued, then a leaver's report will be provided.

INITIALLY

TERM 1

TERM 2

**Parent  
Orientation (Whole  
School)**

An opportunity to hear from our Principal about the vision, mission, culture and values of the School and also be introduced to academic staff

**PTC 1 /Registration day  
(Whole School)**

An opportunity to connect with the homeroom teacher in the beginning of the session and find out more about grade level curriculum, routines, learning experiences and expectations

**Term 1  
Report  
(July –  
November)  
Release**

**d on  
17<sup>th</sup>  
December**

**Parent Teacher  
Consultation 2 (20<sup>th</sup> Dec)**

An opportunity for an interview with your child's class HRT and specialist teachers.

**Term 2 Report  
(Decem  
ber – April)  
Released on  
8<sup>th</sup> May**

**Parent Teacher Consultation 3  
(28<sup>th</sup> March)**

An opportunity to discuss the progress & skill development of the child with the HRT and review areas of strength and areas of improvement before the closure of the academic year & term assessment 2

# EDUCATIONAL VISITS

Our educational visits are designed to enhance students' learning by connecting them to specific units of inquiry or fostering the attributes of the IB Learner Profile. These trips aim to provide new experiences and leverage the local environment's richness.

An educational visit is a trip that directly supports learning outcomes and is considered essential to the curriculum. Each PYP student is entitled to at least two such visits per academic year.

During field trips, we ensure that the student-teacher ratio is appropriately maintained, with support staff assisting as needed.

The costs associated with the trips may either be covered by the school or shared with parents, depending on the number of trips planned for the year and any variations in expenses.

## PARENTAL CONSENT REGARDING EDUCATIONAL VISITS

Parents are provided with sufficient information to make informed decisions about whether their children should participate in any off-site activities. **Parental consent must be given before the commencement of any educational/ recreational visit**





# THE SCHOOL ROUTINE

## SCHOOL HOURS :

School Office	8:00 am - 4:00 pm
Nursery to PYP 5 (Monday - Friday)	8:00 am - 2:30 pm 2:30 pm - 3:30 pm (After School Activities)

## School Routine (Monday to Friday) for EYP and PYP :

EYP												
Timings	8.00 am - 8:20 am	8:20 am - 9:00 am	9:00 am - 9:40 am	9:40 am -10:20 am	10:20 am-10:30 am	10:30 am - 11:10 am	11:10 am - 11:50 am	11:50 am - 12:30 pm	12:30 pm - 2:00 pm	2:00 pm - 2:15 pm		
Sessions	Beakfast	Lesson 1	Lesson 2	Lesson 3	Break	Lesson 4	Lesson 5	Lunch	Nap Time	Dispersal		
PYP												
Timings	8.00 am - 8:20 am	8:20 am - 9:00 am	9:00 am - 9:40am	9:40 am-10:20 am	10:20 am-10:30 am	10:30 am - 11:10 am	11:10 am - 11:50 am	11:50 am - 12:20 pm	12:20 pm - 1:00 pm	1:00 pm - 1:40 pm	1:40 pm-2:20 pm	2:20 pm -2:30 pm
Sessions	Breakfast	Lesson 1	Lesson 2	Lesson 3	Break	Lesson 4	Lesson 5	Lesson 6	Lunch	Lesson 7	Lesson 8	Snack Break

# ATTENDANCE POLICY

Regular attendance is essential for academic success and social development. At OWIS Whitefield, we expect students to attend school consistently to make the most of their learning experience.

## Key Guidelines:

- The academic year includes **approximately 198 days**.
- **Daily attendance** is expected from all students.
- A **minimum of 90% attendance** is mandatory.
- **Attendance is compulsory on the first and last day** of each term.
- Families are requested **not to extend vacations**, except in cases of emergency.
- Absences before or after holidays are **strongly discouraged**.  
For unexplained absences, the Principal may request an explanation from parents or guardians, either in writing or in person.
- Formative, Summative, Term Assessments, will **not be rescheduled under circumstances** for students who are absent during the exam period. In exceptional cases, such as hospitalization, the student's final grades will be determined based on their overall academic performance during the year.

## STUDENT/PARENT RESPONSIBILITIES

- If a student applies for leave for one or two days, parents must inform the Home Room Teacher (HRT) through a message on Toddle or send an email to the school helpdesk.
- For leaves exceeding three days, **prior permission must be obtained from the Principal**.
- Students who are absent from school for a week or longer due to illness are requested to provide a medical certificate on their return to school. A **Fit-for-School certificate** may be required following certain contagious illnesses.
- **Written information** regarding any **planned absence** must be submitted to the Principal beforehand.
- Parents and Students are responsible for catching up on missed classroom transactions. It is advisable that students liaise with their teachers in advance of a planned absence to manage missed lessons and assignments.

## CONSEQUENCES OF POOR ATTENDANCE

- Students missing more than 10% of the academic year for unauthorized reasons may not be promoted to the next year group.
- Students with 10 days of unexcused absences will face a disciplinary hearing and academic warning.
- Students with more than 15 days of absence without approval may be denied promotion or exam entry.

## SCHOOL DAY PROTOCOLS - Arrival, Departure, and Delays

Punctuality is highly valued at OWIS. A timely arrival at school allows students to socialize with friends and be mentally prepared for the day's learning activities. It sets a positive tone for the rest of the day. In the interest of student safety and smooth school operations, parents must adhere to the following protocols:

### LEAVING EARLY

If a parent would like to collect their child early from school, the **requests must be made by 12:00 noon** to the **Front Office**. **Email the Front Office** in advance, clearly stating the reason and expected time of pick-up. If preferred, a **written note** may be sent through the student to be handed over at the start of the day.

The receptionist will notify the classroom Hrt, and the student will be escorted to the reception area. An early dismissal slip must be collected from the front office to present to school security in order to leave the school premises. The dismissal slip will be collected by security. Without this, our security guards will not allow any child to leave the campus. **Parents are not permitted to go directly to the classroom** under any circumstances. Parents can pick up their child from the reception area by presenting the dismissal slip, which must then be handed over to the security.

### LATE PICK UP

Parents picking up their child at the end of the day should arrive at the pick-up area at their designated timeslots. In the event of a delay in the collection of your child, please inform the Office and the respective HRT. **Parents are not permitted to enter inside the school premises for the pickup and need to wait near the designated waiting area only.**



### LATE ARRIVAL

**Students arriving after 8:15 am should report to reception to collect a late-slip.** This ensures that your child is registered as present after the class registers close. The late-slip should be given to the class teacher. If your child arrives late to class without this late-slip, they will be redirected to reception. Please note that parents will receive a phone call from the Office to request the reason for late arrival. Parents must inform the school if a student is arriving late. **Repeated late arrivals without valid reasons will be addressed by the school administration.**

# BUS SERVICE TO AND FROM SCHOOL

OWIS buses serve various areas in and around Whitefield. To avail the bus service, please email [accounts.blr-whitefield@owis.org](mailto:accounts.blr-whitefield@owis.org) and [transport.blr-whitefield@owis.org](mailto:transport.blr-whitefield@owis.org)

If there is any change in your child's use of the bus service for a particular day, please inform the Transport In-Charge and the school office at least two hours in advance to ensure smooth transit of all our students.



## Arrivals and Dismissals Procedures :

- **Morning Drop-off at School:** Once the bus arrives at school, students will be guided to their classrooms. Parents dropping off their child must do so **at the gate only**—our support staff (akkas) will be available to assist children with heavy bags or materials.
- **Dispersal:** The dispersal for Early Years students will take place between **2:00 PM to 2:15 PM**. The assistant teacher and support staff will escort the students to the bus to ensure their safety. For Primary students, the dispersal will occur at **3:20 PM**, with buses leaving the campus by **3:30 PM**.
- **Pick-Up Protocol:**
  - \* **Only registered parents or guardians are allowed to pick up students.**
  - \* In case of any change in the designated pick-up person, **the Transport Department and School must be informed well in advance.**
  - \* The person picking up the student **must carry a Parent ID** at all times for verification.
  - \* Students will not be released to individuals without prior authorization or proper identification.

## School Bus Etiquette and Guidelines :

**To ensure a safe and smooth transport experience for all students, we request that families follow the bus guidelines listed below:**

- **Cameras and GPS Tracking:** All school buses are equipped with cameras and GPS trackers for student safety. Parents will be provided access to track the bus in real time.
- **Seat Belts:** Students must wear seat belts at all times while on the bus.
- **Designated Seats:** Students should sit in their assigned seats and remain seated throughout the journey.
- **No Food:** Eating is not permitted on the bus for hygiene and safety reasons.
- **Respect for Staff:** Students are expected to listen to and respect the bus attendants and teachers at all times.
- **Punctuality at Bus Stops:** Students must arrive at their bus stop at least **5 minutes early**. The bus will **not wait more than 2 minutes** beyond the scheduled time.
- **No-Touch Policy:** Students must refrain from touching each other and using inappropriate language. Such behavior will not be tolerated and may lead to disciplinary action. Students involved may be denied bus service and will be required to make their own transportation arrangements.
- **No Vandalism:** Damaging bus property will not be tolerated and may result in disciplinary action.

# HOME FOOD AND SCHOOL FOOD GUIDELINES



- **Home Food:** Non-veg and eggs are allowed. Junk food (candy, chocolates, chips, cookies, sodas) is not permitted. Sharing food is discouraged, and wastage should be avoided. Students must bring their own cutlery and carry a healthy breakfast, snack, and lunch daily. Lunch boxes, bags, and water bottles must be clearly labeled and preferably packed in insulated bags (avoid glass items). Please minimize disposable packaging to support our environmental goals. If a child who has opted for home food forgets their lunch, or if a parent is unable to provide lunch for the day and wishes to avail the school lunch, please approach the front desk and make the necessary payment for that day.

- **School Food:** Only healthy vegetarian meals are served at school for Breakfast, Lunch and Snacks. Payment must be made to the Accounts Department term-wise (3 terms) to avail the service. Food menu is shared with parents before every month via toddle announcements.

## ASSEMBLIES

There are a variety of assemblies celebrated across the School:

### **Whole School Assembly**

These are usually conducted occasionally and the aim of these is to foster a sense of whole school membership, celebrate achievements, contributions and special occasions. They may include outside speakers.

### **EYP/ PYP Specific Assembly:**

These are usually conducted once a week and the aim is to celebrate and share the learning with the PYP community. Every class is responsible for at least one assembly per academic year. These assemblies emphasise on enhancing the IB Learner Profile or Attitudes and promote the values and culture of the School.





# AFTER SCHOOL ACTIVITIES PROGRAMME

At One World International school we pride ourselves on being able to offer many opportunities to students outside of the usual classroom setting. One such opportunity is our After School Activities (ASA) programs. This program offers a range of experiences and opportunities, from sports to drama, dance to robotics and more.

## **The program at a glance**

Our ASA program is split into 3 sessions across the academic year. Each term has approximately 7-10 weeks of activities. Parents are encouraged to read the advertising, which informs them about each activity available that session, and choose up to 2 ASA's per child per term for the Primary School only. Parents are encouraged to discuss the ASA's with their children so that the student is happy with the choices made. Many of our activities are facilitated by internal and external facilitators.





# PROMOTING STUDENT COUNCIL

Promoting student council within our school is our core value and we have several initiatives that support and encourage student government at OWIS.

- The Student Council is a democratically elected student body that acts on behalf of the students of OWIS. House Captains, Vice presidents and School President will be elected from the Grade 9 class and Grade 10
- House Prefects are selected from Grade 3 onwards in the PYP at the start of each academic year. The elected students serve as student representatives for their respective grade and work closely with the House Captains.
- The Student Council serves as a vital communication link within the OWIS community, representing the student body, promoting the school's values, and fostering kindness and compassion across the wider school community.

## HOUSE SYSTEM

OWIS operates a House System to foster a sense of belonging and cooperation.

In this system students are assigned to one of the **four Houses starting from grade 3: Wisteria (purple); Willow (green); Flame (red); and Acacia (yellow)**. Throughout the year, house competitions will be held to encourage healthy competition. Not all competitions will be sports based; house points will also be awarded for other activities and competitions.

- House points are awarded for outstanding academic work and performances.
- At the end of each academic year, a House Cup is presented to the House with the largest number of house point

# ANTI-BULLYING

One World International School has an Anti-Bullying Policy that reflects the view that we must aim to provide a safe, secure and positive environment for all students and staff. Our School promotes respect for self and others and encourages mutual respect between all members of the School community.

**It is worth noting that bullying is not:**

- single episodes of social rejection or dislike
- single episode acts of nastiness or spite
- random acts of aggression or intimidation
- mutual arguments, disagreements or fights.

While these actions can cause great distress, they do not fit the definition of bullying, and they are not examples of bullying unless someone is deliberately and repeatedly doing them.

The School takes bullying very seriously and has an active policy to assist students and parents.



**Staff are committed to:**

- Consistently monitoring the behavior of all students in their care.
- Fostering self-esteem, self-respect and respect for others in all our students.
- Being alert to signs of distress and other possible indications of bullying.
- Listening to children who have been bullied and taking what they say seriously.
- Reporting cases of bullying in accordance with specific procedures to the school counsellor and the parents.
- Following up any complaint by a parent about bullying and reporting back promptly and fully on the action that has been taken.

**Students are encouraged to:**

- Report all incidents of bullying to a staff member who can assist them to deal with the situation
- Not bully other students
- Help someone being bullied in an appropriate way
- Implement strategies as guided by the school counsellor
- Accompany them to report the incident
- Avoid reacting to the situation of bullying and report to an adult immediately.

**Parents are encouraged to:**

- Inform a teacher if they suspect bullying behavior
- Advise their son/daughter to tell an adult/staff member if they are bullied or see bullying behavior, and not to retaliate
- Be willing to work with the School if their son/daughter is involved in incidents of bullying (either as victim or bully) rather than take personal action

## PROCEDURES FOR INVESTIGATION

Staff will investigate and take seriously all reported incidents of bullying.

- A staff member noticing potential bullying incidents will speak to the children involved and immediately notify the Home room teacher.
- The Class teacher will use discretion when dealing with bullying incidents and individually interview each of the students involved, and suitable witnesses, to collect information from all parties.
- Teachers will take the issues to the student counsellor when deemed necessary. The counsellor will follow up and interview the students based on the teacher's advice.
- The Student Counsellor investigating will decide whether the incident involved bullying behavior and the consequences/actions to be implemented in accordance with Safety & Child Protection Policy and Code of Conduct.
- All confirmed incidents of bullying will be documented and an investigation report will be forwarded to the Senior Management. They will then determine the support needed for the victim as appropriate to their age and level of understanding.
- Victims will be supported by the class teacher & student counsellor to assist with strategies for resolution and personal growth & the incident will be reported to the parents of both the victim and bully.
- Those found to be bullying will be dealt with by the School Counselor and the Principal. Counselling will be given to the bullies to change this pattern of behavior and Parents will be well informed about the process.
- The class teacher in conjunction with the Senior Coordinators will determine action. Bullies will be reminded of the possible consequences and sanctions for repeated incidents will be clearly explained to them.
- Any final decision involving exclusion will rest with the Head of School.

# SICKNESS AND ACCIDENT AT SCHOOL

In the event of a medical incident, the School Nurse will attend the Student and the parent will be contacted, if necessary. Parents may be asked to collect their child. If asked to do so, please do this as soon as possible. Rest assured, however, that we will care for your child until your arrival.

If a student has any type of ailment or allergies, it is very important that you inform the HRT during the registration day in the beginning of the academic session. Ensure the medical information is accurately filled in the learner organiser and the form sent by the school nurse/HRT.



## MEDICAL AGREEMENTS

- Students who are unwell will be sent home if they have a fever or signs and symptoms of influenza, pinkeye, head lice, diarrhea, vomiting or any potential contagious illness.
- Students with head lice should be kept at home until treated. The Nurse will check if the student is clear of infestation before the student is admitted back to school.
- If students are on any prescribed medicine from the doctor, it has to be brought to the notice of the school nurse and administered by the nurse.
- Students should always seek permission from their teacher on duty before going to the infirmary.
- In the case of any injury or illness in school, the student will be taken to the school infirmary where first aid and care will be given.
- If the Nurse believes that the parents should be contacted, she will inform the Principal and contact the parent herself.
- Accidents in the playground - the staff member on duty is responsible for administering immediate First Aid for the student. The student is accompanied to the infirmary by the teacher on duty or the Nurse is called in an Emergency situation.
- In the case of an emergency, the Nurse or School will call an ambulance immediately and the School will contact the family as soon as possible. Please ensure that your emergency contact details are accurate and up to date.
- The Nurse will record all treatments for illness and injury for students in the Treatment Register. Details include the time, nature of illness/ injury, treatment given and actions taken.



# BEING READY FOR SCHOOL

## UNIFORM

To maintain a sense of discipline, consistency, and school pride, all students at OWIS Whitefield are expected to follow the uniform policy as outlined below.

### Uniform Guidelines

- **Every Monday**, students must wear the **Formal School Uniform**.
- **On other days with scheduled sports periods**, students are required to wear the **Sports Uniform** to school.
- If students are enrolled in **after-school sports activities**, they must attend school in the appropriate daytime uniform and **carry their Sports Uniform to change into before the activity begins**.
- Uniforms must be clean, neatly ironed, and worn as per school standards.
- Shoes should be polished, and socks must match the prescribed uniform style.
- All uniform items must be clearly labeled with the students name by the parents to ensure easy identification and to prevent loss or misplacement.
- Uniforms should be well-fitting—neither too tight nor excessively loose. Any torn or worn-out uniform items must be promptly repaired or replaced.
- Students must wear school or sports uniform whilst on excursions.

## HAIR AND GROOMING

- Long hair must be kept tied and well-groomed at all times.
- All students must maintain a neat, conventional haircut. Unusual, coloured hair is not permitted.

## ACCESSORIES

- Accessories should be minimal and appropriate for school.
- **Smartwatches are strictly not allowed** during school hours.

## NON - COMPLIANCE AND DISCIPLINARY MEASURES

Failure to follow the uniform policy will result in:

- A verbal warning for the first offense
- Written notice to parents for repeated non-compliance
- Continued violations may lead to the student being sent home to change and/or further disciplinary action

# STUDENT CODE OF CONDUCT

## **General Expectations:**

- Avoid actions that may hurt others or damage school property.
- Adhere to the school dress code and maintain a neat, appropriate appearance.
- Remain on campus during school hours unless authorized to leave.
- After school, students must wait only in designated areas unless involved in a supervised activity.
- Attend all scheduled classes on time and avoid unauthorized absences.
- Treat all members of the school community with respect — bullying, harassment (verbal, physical, cyber, or sexual), threats, or violence will not be tolerated.

## **Respect for Property:**

- Writing on toilets, walls, chairs, tables, or any school property is strictly prohibited.
- Vandalization of school property will result in disciplinary action.
- Refrain from using/touching the smart TV's installed in the classrooms without teachers assistance. In case of any damage, parents will be required to pay the cost

## **ICT (Information and Communication Technology) Usage:**

- Students must follow essential agreements during ICT classes.
- Log in using the school login credentials and ensure logging off before leaving the ICT lab.
- Using computers for personal entertainment, such as watching videos, accessing social media, or sharing personal photos, is not permitted.
- Creating accounts using the school's name, staff, or community without permission is strictly prohibited and will be investigated.

## **Library Expectations:**

- Students are expected to handle all library resources with care and respect.
- A folder must be brought to carry issued library books. Books should be returned on time and in good condition.
- In case of loss or damage, parents will be required to either replace the book or pay its cost.

## **Science Labs:**

- Follow all safety rules and teacher instructions carefully.
- Handle equipment responsibly and report any damage immediately. In case of damage of expensive lab equipment, parents will be required to either replace the equipment or pay its cost.
- Maintain cleanliness and order at all times in the lab.

## **PSPE (Physical, Social, and Personal Education):**

- Use sports and PE equipment responsibly and for intended purposes only.
- Take full responsibility for your belongings.
- Show sportsmanship and respect during all activities.

# PARENT INVOLVEMENT

At OWIS, we believe that strong collaboration between school and home is vital to student success. We encourage active parent participation through various opportunities such as volunteering at school events, accompanying students on trips, and engaging with the **OWIS Parent Teacher Association (OPTA)**.

Parents can also contribute as **Class Parent Representatives**, helping to strengthen the relationship between the school and parent community. Class representatives support the class teacher, assist with communication, and play an important role in addressing parent concerns through a structured process.



The **PTA** operates under a clear structure:

- **President:** Leads PTA activities and liaises with school leadership.
- **Vice President:** Supports the President and coordinates special initiatives.
- **Secretary:** Manages documentation, records, and communication.
- **Grade Representatives:** Act as communication bridges between parents, teachers, and school leadership to ensure parental concerns are addressed effectively.

In addition to this, we also celebrate numerous festivals and events throughout the year, where the entire parent community is invited to join in the celebrations. Additionally, activities like **Unit Culminations**, **Student-Led Conferences**, **Campaigns/drives** and **Exhibitions** are organized, and parents are encouraged to attend and support their children's efforts.

We value and appreciate our parents' involvement and commitment to building a vibrant school community.

# COMMUNICATION WITH PARENTS

We encourage parents to be involved in their child's learning and activities at school. Parents are able to communicate with teachers through various means.

- **Face to face conversations:** Our teachers have scheduled teaching commitments during the day and may not always be available for immediate appointments or walk-ins. In case you have a concern or wish to speak with a teacher, please request an appointment by : contacting the school receptionist or our Global Care Officer at [hsrm.junior@owis.org](mailto:hsrm.junior@owis.org). You can also fix a direct appointment with the Homeroom Teacher by sending a message through **Toddle**.
- **Email:** Parents are welcome to email teachers whenever necessary. As per our school policy, teachers will respond within 24 to 48 hours.
- **Toddle:** This student/teacher/parent portal helps to share Home Learning, communication updates, events, student work, and progress reports, providing a transparent view into the learning journey.
- **Parent Teacher Consultations:** These are planned across the academic year to provide regular feedback on attainment, progress and targets. To keep parents informed about their child's progress, we hold three formal **parent-teacher conferences** each year (including the registration day), providing an opportunity for teachers to share insights into academic achievements, strengths, and areas for improvement. In addition to these conferences, we organize a **student-led conference** once a year, where students take the lead in sharing their learning experiences, reflections, and goals with their parents.

Please note that we observe a **communication silence** between **7:00 PM and 7:00 AM** for all staff members. Although parents are welcome to send emails or toddle messages at any time, we kindly request your understanding that staff will respond during the designated working hours.

## LOST PROPERTY

Please ensure all belongings are labeled with the name of the student. The school has a 'lost property' box which is located near the portico. After 1 month lost property is disposed off.

## FEEDBACK

As a school we strive to improve continually to provide the best education possible for all our students. Do not hesitate to contact us on [helpdesk.in@owis.org](mailto:helpdesk.in@owis.org) if you have any concerns, suggestions for improvement, or commendations for what you like about our school

# KEEPING PARENTS INFORMED

At OWIS, we believe that regular, transparent communication between school and home is essential for student success. We are committed to keeping parents well-informed about all aspects of their child's school life.

Our communication includes, but is not limited to:

- **Welcome Letter** from the School Leadership Team
- **Introductory Letter** from the Class Teacher at the start of the academic year
- **PYP Handbook** outlining the philosophy, framework, and expectations of the programme
- **Daily Routines and Timetables** for each class
- **Academic Calendar**, including important dates for assessments, events, Parent-Teacher Conferences (PTCs), vacations, and celebrations
- **Homework Guidelines/Routines**
- **Unit of Inquiry Updates** for each unit, highlighting ways parents can support learning at home and actions we encourage students to take
- **Curriculum Overviews** providing a term-wise learning map across subjects
- **Subject-Specific Term Updates** to keep parents informed about key learning milestones
- **Daily Transaction Snippets** shared via **Toddle**, offering a window into classroom activities
- **Learning Updates** through photos and videos showcasing student engagement and classroom experiences
- **Communication regarding Field Trips and Excursions**
- **Updates on Competitions** — both curricular and extracurricular activities conducted within and outside the school
- **Success Stories & Newsletters** celebrating school and student achievements. ***Please note that photographs and videos of students taken during various events could be shared on the school's official social media platforms.***
- **ASA** - Information and activity selection form related to after school activities
- **Important Administrative Communications**, such as updates related to transportation, meals, holidays, emergencies, or any unplanned closures
- **Reminders and Notices** related to special events, assemblies, and community drives or campaigns

Our goal is to ensure that parents remain active partners in their child's educational journey, fully aware of learning experiences, school developments, and opportunities to engage.



# OUR CURRICULUM

## How the PYP works

**The Primary Years Programme (PYP) is a transdisciplinary curriculum framework that offers authentic learning experiences.**

The PYP encourages students to learn to appreciate knowledge, conceptual understandings, skills and personal attributes as a connected whole.

Each school collaboratively develops a programme of inquiry (POI) to reflect the unique aspects of that school's community. The programme of inquiry is organized and framed by **six transdisciplinary themes**:

- **Who we are.**
- **Where we are in place and time.**
- **How we express ourselves.**
- **How the world works.**
- **How we organize ourselves.**
- **Sharing the planet.**

These transdisciplinary themes together provide children with authentic learning experiences that are not confined to the boundaries of traditional subjects. Although subjects play an important role in learning, PYP learners explore real-world problems by going beyond subject boundaries. Students have opportunities to reflect on the significance of their learning to take meaningful action in their community and the wider world.

The PYP framework is dynamic because a **transdisciplinary programme** of inquiry leaves room for emergent and unexpected ideas, directions and connections that students might encounter. The IB PYP framework allows schools to design meaningful learning experiences while aligning with their chosen curriculum. The PYP emphasizes student agency, inquiry-based learning, and the development of the whole child—cognitively, physically, socially, and emotionally.

**The programme of inquiry(POI)** articulates how the six transdisciplinary themes will be explored across the different age groups starting from Nursery all the way till PYP 5. It provides students in the early and primary years with the opportunity to experience a coherent and balanced curriculum.

The Programme of Inquiry outlines the agreed **central ideas**, **lines of inquiry**, and **conceptual understandings** under each transdisciplinary theme. It integrates subject areas such as: Language, Science, Social Studies, Personal, Social, and Physical Education (PSPE), Mathematics (authentically embedded where relevant). Each Unit of Inquiry is collaboratively planned by senior management and the teachers and shaped by students' questions, making learning purposeful and student-centered.



# WHAT IS UNIT OF INQUIRY (UOI)?

A PYP Unit of Inquiry is not just a lesson—it's a 6-8 week immersive exploration of a powerful concept that empowers students to delve deep into their learning. Guided by thoughtfully crafted lines of inquiry and expertly curated teacher questions, students embark on a captivating intellectual adventure, where curiosity is the compass and critical thinking is the cornerstone.

Six transdisciplinary units (or four in the Early Years) provide students with the opportunity to build an understanding of themselves, their wider community, and the world. Through the units, students enhance their subject-specific knowledge and skills in relation to the themes represented by the units.

Through these units, students don't simply gather information—they develop a profound understanding of central ideas, connecting knowledge across subjects and cultivating a holistic view of the world.

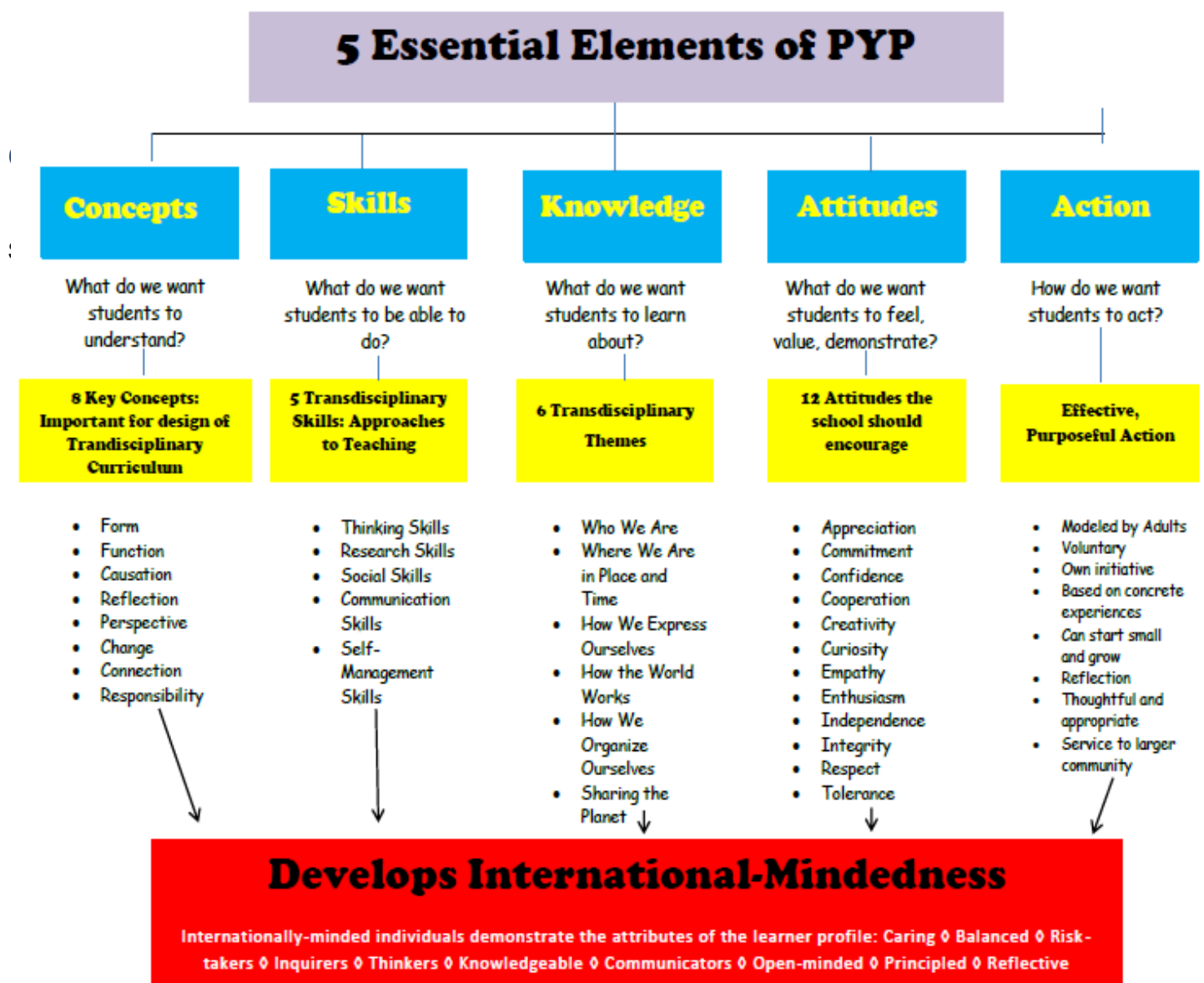
Each Unit of Inquiry is thoughtfully designed to support meaningful and in-depth learning. The complete **unit of inquiry typically includes the following key elements:**

- **Central Idea** - A powerful, conceptual statement that students explore and understand throughout the unit. It is timeless, universal, and promotes inquiry.
- **Lines of Inquiry** - Specific aspects or sub-themes that help break down the central idea and guide exploration in a focused way.
- **Key Concepts/Specified Concepts** - Big ideas (like form, function, causation, change, connection, perspective, responsibility, reflection) that encourage students to think critically and explore deeply.
- **Related Concepts/Additional Concepts** - Subject-specific ideas that help support understanding of the key concepts and central ideas (e.g., systems, adaptation, identity, conflict)
- **Subject Focus** - While the unit is transdisciplinary, there is often a focus on specific subject areas such as **Science**, **Social Studies**, **Math**, **Language**, or **The Arts** depending on the nature of the inquiry.
- **Learner Profile Attributes** - Traits such as being caring, principled, open-minded, or reflective that are nurtured through the unit and help build well-rounded individuals.
- **Approaches to Learning (ATL) Skills**- Skills students develop during the unit, such as thinking, communication, social, self-management, and research skills, to become effective learners.
- **Provocations and Tuning In Activities**- Initial experiences or questions designed to spark curiosity and invite students into the inquiry.
- **Student Action** - Meaningful responses or actions students take based on what they have learned. This could be advocacy, change in behavior, or community involvement.
- **Sustainable Development Goals (SDG) Focus** (*optional but encouraged*) - Many units connect to one or more of the **UN Sustainable Development Goals**, helping students understand global issues and inspiring them to take action (e.g., climate action, quality education, good health and well-being).

## 5 ESSENTIAL ELEMENTS OF PYP

The PYP provides a curriculum framework of 5 essential elements:

- **Knowledge**— content in math, language, social studies, science, PSPE and the arts
- **Concepts**— important ideas that have universal significance regardless of time or place within and across disciplines. Concepts are presented in the forms of questions that drive the inquiry.
- **Skills**— specific capabilities in thinking, social interactions, communication, self-management, and research
- **Attitudes**— dispositions, values, beliefs and feelings towards learning
- **Action**— Making changes to and in the world.



# THE SIX SUBJECT AREAS IDENTIFIED WITHIN THE PYP

## LANGUAGE

Language provides a vehicle for inquiry. In an inquiry-based classroom, teachers and students enjoy using language, appreciating it both functionally and aesthetically. The love and enjoyment of language through the integration of literature into student inquiry is an indicator of good practice in a PYP classroom.

The programme of inquiry provides an authentic context for learners to develop and use language. Wherever possible, language is taught through the relevant, authentic context of the units of inquiry. The teacher provides language learning opportunities that support learners' inquiries and the sharing of their learning.

Learners' needs are best served when they have opportunities to engage in learning within meaningful contexts, rather than being presented with the learning of language as an incremental series of skills to be acquired. Fragmenting learning into the acquisition of isolated skill sets can create difficulties for learners—for example, learners may be able to read, write and spell words correctly in isolation but may not be able to read, write or spell those same words in other contexts.

It is acknowledged that development of mother-tongue language is crucial for cognitive development, and in maintaining cultural identity. Success in mother-tongue development is a strong predictor of long-term academic achievement, including acquisition of other languages. Filipino is taught as a single subject.

The PYP requires the acquisition of an additional language from the age of 7 to support the development of international-mindedness. This additional language might be the language of the host country or another language that is part of the curriculum or community.



## SOCIAL STUDIES

In the Primary Years Program, Social Studies learning guides students towards a deeper understanding of themselves and others, and of their place in an increasingly global society. It provides opportunities for students to look at and think about human behavior and activity realistically, objectively, and with sensitivity. It is recognized that teaching and learning social studies as a subject, while necessary, is not sufficient. Of equal importance is the need to learn social studies in context, exploring content relevant to students, and transcending the boundaries of the traditional subject area.

The transdisciplinary themes provide the framework for a highly defined, focused, in-depth programme of inquiry, and as social studies is relevant to all the transdisciplinary themes, all planned social studies learning takes place within this framework. In return, the social studies knowledge and the application of that knowledge will enhance inquiries into the central ideas defined by the transdisciplinary themes.



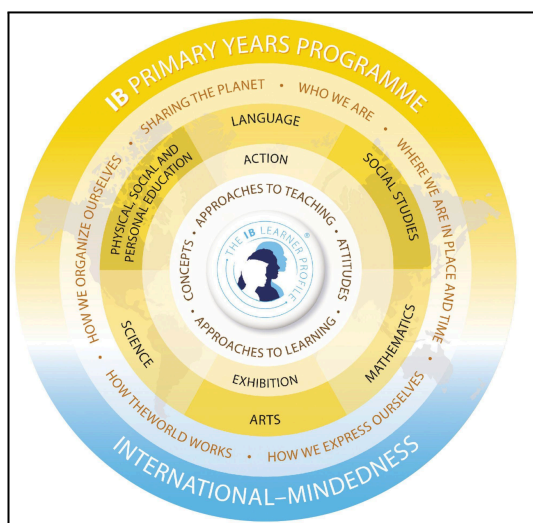
## MATHEMATICS

The power of mathematics for describing and analyzing the world around us is such that it has become a highly effective tool for solving problems. In the IB Primary Years Programme (PYP), mathematics is also viewed as a vehicle to support inquiry, providing 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 can begin to use it as a way of thinking, as opposed to seeing it as a series of facts and equations to be memorized. It is important that learners acquire mathematical understanding by constructing their own meaning through ever-increasing levels of abstraction, starting with exploring their own personal experiences, understandings and knowledge. Additionally, it is fundamental to the philosophy of the PYP that, since it is to be used in real-life situations, mathematics needs to be taught in relevant, realistic contexts, rather than by attempting to impart a fixed body of knowledge directly to students.



## ARTS

Arts are integral to the IB Primary Years Program (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 the arts is fundamental to the development of the whole child, promoting creativity, critical thinking, problem-solving skills and social interactions. Arts is identified as performing arts (dance, music) and visual arts and are conducted once a week from EYP to PYP.



## SCIENCE

Science is viewed as the exploration of the biological, chemical and physical aspects of the natural world, and the relationships between them. Science in the PYP encourages curiosity and ingenuity and enables the student to develop an understanding of the world. Reflection on scientific knowledge also helps students to develop a sense of responsibility regarding the impact of their actions on themselves, others and their world. It is recognized that teaching and learning science as a subject, while necessary, is not sufficient. Of equal importance is the need to learn science in context, exploring content relevant to students, and transcending the boundaries of the traditional subject area. The transdisciplinary themes provide the framework for a highly

defined, focused, in-depth programme of inquiry, and as science is relevant to all the transdisciplinary themes, all planned science learning should take place within this framework.

## PERSONAL , SOCIAL AND PHYSICAL EDUCATION (PSPE)

Personal, Social and Physical Education in a PYP school is more than just student participation in sports and games. Its purpose is to develop a combination of transferable skills promoting physical, intellectual, emotional and social development; to encourage present and future choices that contribute to long-term healthy living; and to understand the cultural significance of physical activities for individuals and communities. Therefore, in the PYP, there are specific opportunities for learning about movement and through movement in a range of contexts.

**Yoga** is an integral part of the IB PYP Physical, Social, and Personal Education (PSPE) curriculum, fostering holistic well-being in students from Early Years to Grade 5. Conducted once a week, these sessions encourage physical fitness, mindfulness, and self-awareness while promoting balance, flexibility, and strength. Through age-appropriate practices, younger learners develop body awareness and coordination, while older students engage in techniques to enhance focus, emotional regulation, and stress management. Yoga sessions align with the IB's commitment to nurturing the whole child, empowering students to make informed choices for a healthy, balanced lifestyle.

## TRANSDISCIPLINARY THEME

The PYP is organized around the six transdisciplinary themes. Transdisciplinary learning in the PYP conveys learning that has relevance between, across, and beyond subjects and transcends borders connecting to what is real in the world. Through the six transdisciplinary themes, PYP students learn to appreciate knowledge, conceptual understandings, skills, and personal attributes as a connected whole. They can reflect on the significance of their learning to take meaningful action in their community and beyond. Through this process of learning in the PYP, students become competent learners, self-driven to have the cognitive, affective, and social tools to engage in lifelong learning.

All students address each theme each year. (Students aged 3 to 6 engage with four themes each year.) These transdisciplinary themes help teachers to develop a programme of inquiries—investigations into important ideas identified by the schools and requiring a high level of involvement on the part of the students. Since these ideas relate to the world beyond the school, students see their relevance and connect with it as engaging and challenging. Students who learn this way understand their roles and responsibilities in the learning process.

PYP students know that a unit of inquiry involves an in-depth exploration of an important idea. They partner with teachers to document and collect evidence of their understanding of that idea. They will expect to be able to work in various ways, on their own and in groups, to allow them to learn to their best advantage. Listed below are the 6 TD theme along with the descriptors :

<b>Who We Are</b>  An inquiry into identity as individuals and as part of a collective through <ul style="list-style-type: none"><li>• physical, emotional, and spiritual</li><li>• health and well-being</li><li>• relationships and belonging</li><li>• learning and growing</li></ul>	<b>How we organize ourselves</b> An inquiry into systems, structures, and networks through: <ul style="list-style-type: none"><li>• interactions with and between social and ecological systems</li><li>• approaches to livelihoods and trade practices: intended and unintended consequences</li><li>• representation, collaboration, and decision-making</li></ul>
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<p><b>How we express ourselves</b></p> <p>An inquiry into the diversity of voice, perspectives, and expression through:</p> <ul style="list-style-type: none"> <li>• inspiration, imagination, creativity</li> <li>• personal, social, and cultural notes and practices of communication</li> <li>• intentions, perceptions, interpretations, and responses</li> </ul>	<p><b>How the world works</b></p> <p>An inquiry into the understandings of the world and phenomena through:</p> <ul style="list-style-type: none"> <li>• patterns, cycles, systems</li> <li>• diverse practices, methods, and tools</li> <li>• discovery, design, innovation,</li> <li>• possibilities, and impacts</li> </ul>
<p><b>Where We Are in Place and Time</b></p> <p>An inquiry into histories and orientation in place, space, and time through:</p> <ul style="list-style-type: none"> <li>• periods, events, and artifacts</li> <li>• communities, heritage, culture, and environment</li> <li>• natural and human drivers of movement, adaptation, and transformation</li> </ul>	<p><b>Sharing the planet</b></p> <p>An inquiry into the interdependence of human and natural worlds through:</p> <ul style="list-style-type: none"> <li>• rights, responsibilities, and dignity of all</li> <li>• pathways to just, peaceful, and reimagined futures</li> <li>• nature, complexity, coexistence, and wisdom</li> </ul>

## SPECIFIED CONCEPTS

These concepts are crucial in PYP as they drive meaningful inquiry, foster deep understanding, and help students make transferable connections across disciplines and real-life contexts.

Specified Concepts	Definition	Key Question
<b>Form</b>	The understanding that everything has a form with recognizable features that can be observed, identified, described and categorized.	<i>What is it like?</i>
<b>Function</b>	The understanding that everything has a purpose, a role or a way of behaving that can be investigated.	<i>How does it work?</i>
<b>Causation</b>	The understanding that things do not just happen, that there are causal relationships at work, and that actions have consequences.	<i>Why is it like it is?</i>
<b>Change</b>	The understanding that change is the process of movement from one state to another. It is universal and inevitable.	<i>How is it changing?</i>
<b>Connection</b>	The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.	<i>How is it connected to other things?</i>

<b>Perspective</b>	The understanding that knowledge is moderated by perspectives; different perspectives lead to different interpretations, understandings and findings; perspectives may be individual, group, cultural or disciplinary.	<i>What are the points of view?</i>
<b>Responsibility</b>	The understanding that people make choices based on their understanding, and the actions they take as a result do make a difference.	<i>What is our responsibility?</i>

## APPROACHES TO LEARNING SKILLS (ATL's)

Links to reference: [Approaches to Learning \(ATL\): Summary](#) -

The IB approaches to learning skills (ATL) are grounded in the belief that learning how to learn is fundamental to a student's life in and out of a school context. In broad terms, IB programmes support learners in developing:

- *Thinking skills*
- *Communication skills*
- *Research skills*
- *Self-management skills*
- *Social skills*

The approaches to learning and associated sub-skills support students of all ages in being agentic and self-regulated learners. Through a variety of strategies, PYP teachers collaboratively plan for implicit and explicit opportunities to develop ATL both inside and outside the programme of inquiry:

### Student Agency

The learning process at One World International School differs from the classroom experience you might expect. As the parent of a school-aged student, you're trying to raise children who are accountable, who have a sense of responsibility, and who exhibit concern for the world around them. At OWIS, we strive to achieve these same goals. The way we accomplish this is by giving students the tools they need to affect genuine change. We emphasise teamwork and real-life experience, and we encourage our students to go out into the world and advocate for the causes they are passionate about. We actively support student agency by encouraging independence, initiative, and a sense of ownership over their learning.

### Action

The PYP believes that education must extend beyond the intellectual to include not only socially responsible attitudes but also thoughtful and appropriate action. The ultimate goal of a successful inquiry is responsible action initiated by the student, as a result of the learning process. The action will extend the student's learning or might have a wider social impact, a commitment to community and service. The actions that the students choose to take as a result of the learning may be considered the most significant assessment of the efficacy of the program.

## Internationalism/International-mindedness

Internationalism is a founding principle that pervades the curriculum. It is a thoughtful, critical perspective that is embedded within everything we do in the school. Among other things it includes communication, political awareness, shared humanity, global issues, global awareness, celebrating diversity, understanding culture, and a reflection on the nature of knowledge, its construction and validity.

## Service Learning/ Community Service:

At our school, we are committed to nurturing responsible and compassionate global citizens. Through our Service Learning program, students actively participate in meaningful service projects, volunteer opportunities, and social outreach initiatives. These experiences foster empathy, leadership, and a strong sense of social responsibility.

Students are encouraged to apply their knowledge and skills to real-world situations through various service learning activities. By integrating service with academics, we provide students with opportunities to enhance their learning while addressing genuine community needs. Service Learning is implemented across the primary years through engaging and purposeful activities. This approach not only enriches the educational experience but also helps develop students into thoughtful individuals who are inspired to make a positive impact in their communities and lead purposeful lives.

## Co-curricular Activities@OWIS

The extracurricular program at OWIS offers a diverse range of activities and opportunities for students to explore their interests, develop new skills, and engage in meaningful experiences outside of the regular academic curriculum. Our extracurricular program is designed to provide a well-rounded education that extends beyond the classroom, nurturing students' talents, passions, and personal growth.

The extracurricular offerings at OWIS Whitefield cover a wide range of areas, including sports, arts, music, languages, community service, and more. These activities are carefully planned and facilitated by qualified instructors, coaches, and specialists who are passionate about their respective fields.

**Sports:** We offer various sports activities that cater to different interests and skill levels. Students can participate in team sports such as basketball, soccer, volleyball, and swimming, or engage in

individual sports like tennis, badminton, martial arts, and track and field. Our sports program emphasises skill development, teamwork, sportsmanship, and healthy competition.

**Arts and Music:** Students can explore their creativity and artistic talents through our arts and music programs. We offer opportunities for students to participate in visual arts, painting, drawing, sculpture, and ceramics. Additionally, our music program provides instruction in various instruments, choir, and ensemble performances. Students have the chance to showcase their artistic abilities and express themselves through these creative outlets.

**Languages:** We recognize the importance of language acquisition and offer language programs that go beyond the regular curriculum. Students have the opportunity to learn additional languages such as Japanese, Mandarin, Spanish, and more. Language clubs and cultural exchange activities provide an immersive experience and foster an appreciation for different cultures.

**ICT:** ICT provides opportunities for the enhancement of learning, and may significantly support students in their inquiries, and in developing their conceptual understanding. It is best considered as a tool for learning, albeit with its own set of skills, as opposed to an additional subject area. ICT skills are developed and learned in order to support the needs of individual learners in their inquiries. ICT provides opportunities for rapid feedback and reflection; to enhance authentic learning and to access a broad range of sources of information. It provides students with a range of tools to store, organize and present their learning. ICT can be used as a tool for communication with a wide-ranging audience.

**STEM:** We aim to expose our students to a wide range of STEM-focused activities to develop students' critical thinking, problem-solving, and innovation skills through the unit of inquiries, science fairs, and various engineering projects. This allows students to explore the fascinating world of science, technology, engineering, and mathematics.

**Field Trips and Excursions:** We organize educational field trips and excursions that complement the curriculum and provide students with hands-on learning experiences. These trips may include visits to museums, cultural landmarks, historical sites, and nature reserves. They offer students the chance to broaden their horizons, deepen their understanding of various subjects, and foster a sense of adventure and exploration.

The extracurricular program at OWIS is designed to offer a wide range of activities to cater to diverse interests, talents, and aspirations of our students. It promotes personal development, fosters a sense of belonging and community, and encourages students to pursue their passions beyond the academic setting. Through these extracurricular activities, students have the opportunity to develop new skills, build meaningful relationships, and create lasting memories.

## **Recognition (Community, Action, Inspiration and Service)**

The School recognizes the extra effort contributed by some students to the community. It is believed that every single child has a special talent and skill that needs to be discovered, developed and nurtured. For some students, they run the extra mile to explore and develop these gifts. Consequently, they become role models for others to follow and take inspiration from.

Some examples are:

- A. Achievement in sports and academics outside of the school
- B. Active community involvement/ Student-initiated action
- C. Other initiatives (contribution to the knowledge base in the society)
  - Published articles in newspapers and magazines
  - Published books
  - Creation of Websites, Blogs, etc

# Supporting the UN Sustainable Development Goals (SDGs)

At One World International School (OWIS) Whitefield, we are committed to fostering a learning environment that not only excels in academic excellence but also emphasises global citizenship, sustainability, and social responsibility. Our dedication to supporting the United Nations Sustainable Development Goals (SDGs) is reflected in our curriculum, school culture, and daily operations.

## **Here's how OWIS Whitefield currently integrates the SDGs into our educational framework:**

We prioritise delivering high-quality education that is inclusive and equitable. Our curriculum is designed to provide students with a robust foundation in core subjects such as Math, English, Science, Social Studies, Music, French, Physical Education and Arts(Performing Arts and Visual Arts). The Unit of Inquiry (UOI) promotes critical thinking and transdisciplinary learning.

Sustainability and environmental responsibility are integral parts of our school ethos. We educate students about climate change and the importance of environmental stewardship through our curriculum and extracurricular activities. Initiatives such as recycling programs, energy conservation efforts, and projects focused on sustainability practices are embedded in our school culture. Students are encouraged to participate in environmental clubs and activities that promote sustainable living.

We promote responsible consumption and production through various initiatives. We emphasise the importance of reducing waste, reusing materials, and recycling. Our school policies encourage the use of sustainable resources. Students learn about the impact of their choices on the environment and are encouraged to adopt sustainable habits both at school and at home.

OWIS Whitefield fosters a culture of peace, justice, and strong ethical principles. Our behavioural policies and educational programs promote respect for others, conflict resolution, and the development of moral and ethical values. Through our curriculum and school activities, we encourage students to become responsible global citizens who contribute positively to society.

We recognize the importance of collaboration and partnerships in achieving the SDGs. OWIS Whitefield aspires to seek partnerships with local and international organisations to enhance our educational programs and community initiatives. These collaborations provide our students with opportunities to engage in meaningful projects that have a positive impact on society and contribute to the global effort to achieve the SDGs.

By integrating the UN Sustainable Development Goals into our educational framework, OWIS Whitefield ensures that our students are not only academically prepared but also equipped with the knowledge, skills, and values needed to make a positive difference in the world. We are proud to be part of a global community committed to sustainability, equality, and social responsibility.

# LANGUAGE POLICY

At our PYP school, we are committed to fostering a multilingual learning environment that respects and promotes linguistic diversity. The language of instruction is English, with Hindi & Kannada taught as the Second language and Additional Kannada offered as an additional language.

English language development is supported by our Hrt's, who work closely with students to address their individual needs and enhance their language acquisition. Students receive Seven English lessons weekly, with EAL(English as an Additional Language) support integrated as needed.

French and Hindi is introduced to students starting from PYP 1, with lessons held four times a week. Students in EYP 2 are introduced to both Hindi and French towards the end of Term 3, providing early exposure to a second language. This practice allows students and parents to make an informed language preference for PYP 1 based on the child's interest and response to each language.

Through this balanced and inclusive approach, we aim to empower students to communicate effectively, think critically, and engage meaningfully in a globalized world.

# DEVICE POLICY

## Technology Access for students (Grades 1–5)

To support student inquiry and research skills, students from Grades 3 to 5 will be given access to the ICT Room during designated times. During these sessions, students will be assisted by their Homeroom Teacher (HRT) and the ICT Teacher to facilitate guided research aligned with their Units of Inquiry.

For Grade 5, the school will be implementing a **Bring Your Own Device (BYOD) program**. This initiative aligns with our commitment to integrating technology into the curriculum to enhance student learning and ownership.

As part of this program:

- Grade 5 students will be allowed to bring their personal devices on specific days, particularly in the lead-up to the PYP Exhibition.
- The devices will be used as tools to support research, collaboration, and presentation development.

# THE PYP EXHIBITION

In the final year of the PYP, students participate in a culminating project, the PYP exhibition. This requires that each student demonstrates engagement with the five essential elements of the programme: **knowledge, concepts, skills, attitudes and action**. It is a transdisciplinary inquiry conducted in the spirit of personal and shared responsibility, as well as a summative assessment activity that is a celebration as students move from the PYP into the middle years of schooling.

The exhibition represents a significant event in the life of a PYP school and student, synthesizing the essential elements of the PYP, and sharing them with the whole school community. It is an



opportunity for students to exhibit the attributes of the learner profile that have been developing throughout their engagement with the PYP.

The exhibition unit takes place under any transdisciplinary theme at the discretion of the school. Students are required to engage in a collaborative, transdisciplinary inquiry process that involves them in identifying, investigating and offering solutions to real-life issues or problems. The central idea selected must be of sufficient scope and significance to warrant a detailed investigation by all students.

## SPECIFIC FACILITIES TO SUPPORT PYP LEARNING

At OWIS Whitefield, we have thoughtfully designed our facilities to enhance the Primary Years Programme (PYP) learning experience, providing students with diverse environments that foster inquiry, exploration, and holistic development.

### Subject-Specific Learning Spaces-

**Science Laboratories:** Equipped with state-of-the-art equipment, our science labs enable hands-on experimentation and scientific inquiry. Students have the tools and space to explore concepts, conduct experiments, and analyze data, promoting a deep understanding of scientific principles.

**Language Rooms:** These classrooms are designed to encourage discussions, critical thinking, and exploration of literary works and historical events. With resources like books, multimedia materials, and interactive displays, students engage deeply with the subject matter.

### Experiential Learning Environments-

**Outdoor Learning Spaces:** Our gardens and nature trails provide opportunities for students to connect with the natural environment. These spaces serve as outdoor classrooms for environmental studies, observation, data collection, and scientific exploration, fostering real-world connections.

**Art Studios and Performance Spaces:** Dedicated art studios, music rooms, and performance areas allow students to actively participate in creative endeavors. Whether it's visual arts, music, or drama, these spaces nurture creativity, self-expression, and practical skills development.

### Technology Integrated Classrooms-

**Interactive Resources:** Classrooms across the school are equipped with modern technology, including interactive displays and multimedia resources (SMART TV). This integration enhances learning by supporting various teaching methods and accommodating different learning styles.

### Community and Collaboration Areas :

**Flexible Learning Zones:** Open spaces and collaborative areas are available for group work and projects, promoting teamwork and communication skills essential to the PYP framework.

# ACADEMIC INTEGRITY

## Purpose of Academic Integrity Policy

Academic integrity is the responsibility of the whole school community. The purpose of the written Academic Integrity policy ensures that our school's procedures for this practice are transparent, fair and consistent. It describes the rights and responsibilities of all members of the school community so that everyone understands what constitutes good practice.



## What is Academic Integrity?

The school's academic Integrity policy is a "guiding" document that describes how Academic Integrity is promoted and observed by the whole school community. It includes the entire school community when developing the policy to achieve a better understanding of its aim. It is an essential aspect of teaching and learning in IB programmes where action is based on inquiry and reflection. Understanding Academic Integrity is part of this learning and teaching. It has become increasingly

important as access to information through technological innovation has increased, and ideas about learning and how knowledge is constructed have changed. IB learners' work needs to exemplify the values of honesty and integrity.

Academic Integrity leads learners to assume responsibility and ownership of the work produced by them and also acknowledge any external source that they might have used. We value originality of thought and creation and aim to raise our students to be truly principled thinkers and reflective communicators in all our practices. OWIS works on character building through value generation in students. OWIS implements IB programmes as they develop reflective learners who understand that other people with their differences can also be right. In a culture of collaboration, students are encouraged to be open minded to others ideas and develop multiple perspectives.

## IMPLEMENTING ACADEMIC INTEGRITY POLICY IN PYP

The Learner Profiles are the basis for the development of Academic Integrity and through development of ATL skills students assume personal responsibility for learning and further develop tools necessary to maintain it . Group learning, activities and inquiry-based learning act as catalysts in making students acknowledge peer ideas and multiple resources to understand Academic Integrity.

Academic Integrity in IB PYP	
Approaches to learning and teaching	Self-management, Social, Communication, Thinking and Research skills
Primary year Programme Activities	Culminating project/ Exhibition Unit Group work Presentations Creative work Independent work

These practices will be communicated to all members of the school community and modelled at a level appropriate for the age of the student .

- Students take responsibility for their own work.
- Students recognize the difference between individual work and group work and give credit to other people working in the group.
- Students do not copy other people's work.
- Norms to be followed when external sources are used.
- Students use information technology, media and library resources responsibly
- Informed about Malpractices which amount to dishonesty

## REMEDIAL ACTION

- Any action taken as a consequence to dishonesty should be carefully monitored and the student should be guided to follow the right practices.
- A time centric and assisted work should be the way forward till the student gains confidence in producing original work.
- Incidents of misconduct to be first discussed with the students by the teacher and PYPC.
- Students have the opportunity to correct the error.
- A reflective session, if needed before reporting to administration and parents.
- Age appropriate consequences will be administered keeping in mind the sensitivity of the emotional and psychological factors.

## SCHOOLS AND TEACHERS AS ROLE MODELS

One World International School believes in setting the school as an example for building academic honesty. From using original software to citing or acknowledging all sources, which help in the development of the school, One World International School motivates students to thrive honesty and build integrity.

To this effect, the leadership team, teachers, administrative staff, try to set examples of academic honesty by following all the above norms and principles.

# LEARNING AT HOME AGREEMENTS

- We believe in fostering a balanced approach to learning that allows students time for rest and personal interests outside of school hours. However, we encourage students to engage in meaningful activities that support their learning journey. We also place a strong emphasis on setting individual learning goals, which are developed through close collaboration between teachers and parents. This partnership ensures that each student's goals are personalized, realistic, and aligned with their strengths and areas for growth, helping them to take ownership of their learning and succeed both inside and outside the classroom.
- Emphasis on reading - 15-30 minutes depending on the age group
- Practice and review the concepts explore in classroom for about 15 - 45 minutes, depending on age group
- **Math and English practice books** provided to students are intended for reinforcement at home and are **not textbooks** from which lessons are planned. These books are meant to help students revisit and apply the concepts taught in class. We encourage students to complete the practice work at home regularly, as and when assigned by the teacher. If students have any doubts or difficulties, they are welcome to clarify them with their teachers in class the following day.
- **Practice worksheets, weekend home tasks, and research-based assignments** will be given regularly to strengthen understanding. Students are expected to complete these tasks independently and submit these tasks on time. Any doubts can be clarified with the teacher during class the next day. Timely submission and consistent practice will support deeper learning and concept retention.



# HOW WE LEARN IN EARLY YEARS (NURSERY, EY1 and EY2)

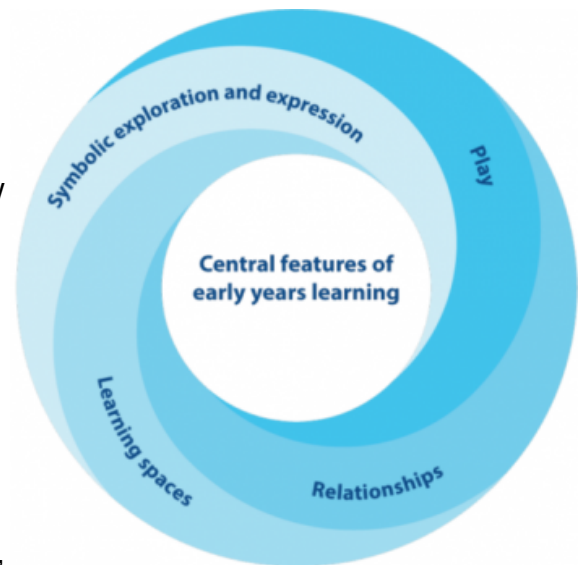
Each grade in Early Childhood engages in **Four Units of Inquiry (UOI)**, each aligned with one of the PYP's **transdisciplinary themes**. "These units support both horizontal (within a grade) and vertical (across grades) alignment, ensuring a consistent and progressive development of conceptual understanding."

In the **IB Early Years Programme**, we nurture the whole child—supporting growth across **cognitive, physical, social, and emotional** domains. Our approach is rooted in **play, exploration, building relationships**, and the belief that children are capable, curious learners. We create rich learning environments that foster **agency, inquiry, and joyful discovery**.

## PLAY

**Play is central to all learning in early childhood.** It is how children explore the world, express themselves, and build relationships. Through play, they develop confidence, creativity, and essential life skills.

- **Pretend Play**  
Imaginative play nurtures creativity, empathy, and storytelling skills.
- **Games & Physical Activities**  
Active play supports the development of motor skills, coordination, cooperation, and resilience.
- **Exploratory Play**  
Open-ended play encourages investigation, critical thinking, and creative problem-solving using a variety of materials.
- **Rhythmic Activities**  
Engaging with rhythm enhances fine motor skills, auditory processing, and overall cognitive development.



## RELATIONSHIPS

Strong, respectful **relationships with peers, educators, and families** create a safe, caring environment. They support **emotional security**, foster communication, and encourage **social development**.

## LEARNING SPACES

Children thrive in thoughtfully arranged spaces that **invite exploration** and support **independent learning**.

- **Indoor and Outdoor Classrooms**  
Spaces are designed to promote movement, creativity, and inquiry through hands-on materials.
- **Open-Ended Questions**  
Prompts like "What do you think will happen?" invite curiosity and critical thinking.

- **Hands-On Experiments**

Activities like mixing colors, growing plants, or observing ice melting foster exploration and scientific thinking.

- **Mystery Provocations**

A shell, feather, or old key can spark storytelling, wonder, and imaginative inquiry.

- **Storytelling & Role Play**

Children co-create stories and dramatizations, developing language and narrative skills.

## SYMBOLIC EXPLORATION & EXPRESSION

Children make meaning through many forms of expression, which are valued and celebrated in the IB Early Years Programme.

- **Art, Music & Movement**

Drawing, dancing, and music allow children to represent thoughts, emotions, and stories.

- **Sensory Play**

Engaging with materials like sand, playdough, and water beads supports cognitive growth and language development.

- **Nature Walks**

Exploring the outdoors builds curiosity, observation skills, and a deep appreciation for the environment.

- **Field Trips**

Visiting farms, museums, or parks connects classroom learning to the real world.

- **Calm Corners**

Quiet spaces allow children to reflect, self-regulate, and develop emotional awareness.

As part of nurturing the whole child, we also help children become **confident, independent learners** who take responsibility for themselves and their surroundings.

- **Daily Routines**

Consistent routines build a sense of security and help children develop independence by knowing what to expect.

- **Self-Management Skills**

With gentle guidance and repetition, children learn how to focus, follow instructions, regulate emotions, and persevere through challenges.

- **Care for the Environment**

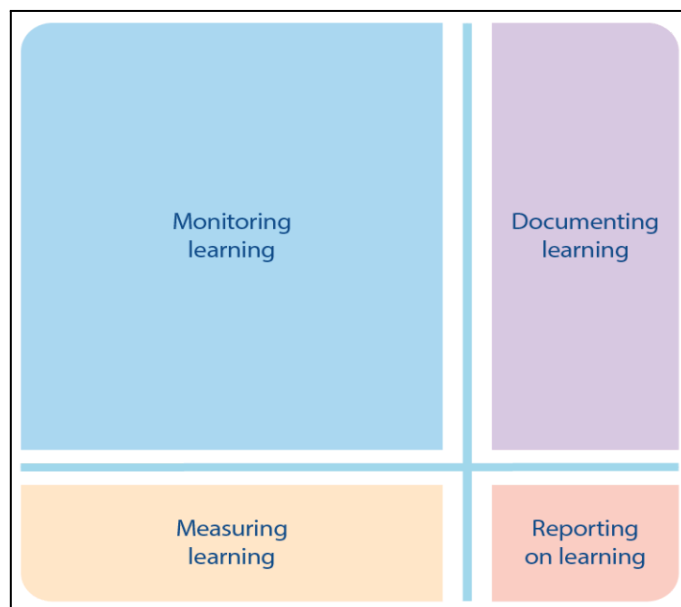
Children are actively involved in organizing materials, tidying up, and managing their belongings—fostering a sense of responsibility and ownership.

## HOW WE ASSESS AND SUPPORT LEARNING:

At our early years setting, we use a variety of ways to understand and support your child's growth. We focus on:

### Monitoring Learning

We carefully observe how the child learns through play and activities. We watch how they interact,





explore, and problem-solve to better understand their learning process.

### **Documenting Learning**

We collect evidence of the child's learning—this might include photos, drawings, videos, or notes. This helps us (and you) see their progress over time.

### **Measuring Learning**

We look at the child's development based on age-appropriate milestones. This helps us know how they are growing in different areas like communication, thinking, social skills, and movement.

### **Reporting on Learning**

We share your child's learning journey with you through conversations, portfolios, and reports. These updates celebrate your child's progress and keep you informed.

## **LEARNING AT HOME AGREEMENTS FOR EYP LEARNERS**



The following agreements are in place for Early Childhood:

### **NURSERY**

Formal home learning is not required; families are encouraged to nurture learning through everyday routines, storytelling, and playful experiences.

### **EYP 1 - EYP 2**

#### **Language:**

- Learning at home should focus on reading.
- Students also have the option once a week to visit the school library to check out a physical book.

#### **Math:**

- A selection of mathematical engagements/ activities should be provided to parents at the beginning of each UOI.

- The focus should be on practical home-based activities that requires no marking eg. measuring by following a recipe, tallying cars on a journey, etc.
- Learning at Home should not take longer than 15 minutes per day.

# Teaching and Learning Experiences

## Our Approach to Learning at OWIS

At OWIS, we believe learning is most meaningful when students actively engage with what they learn through real-world, hands-on experiences. While the acquisition of knowledge and skills ("What") is essential, we place equal importance on the "How"—the way students learn. Our approach integrates Applied Learning, Inquiry-Based Learning, Experiential and Project-Based Learning to ensure learning is authentic, multidisciplinary, and student-driven.

We foster a rich, exploratory learning environment filled with meaningful materials, engaging contexts, and real-life applications. Whether through nature walks, collaborative problem-solving, or simulated social experiences, students are encouraged to think critically, collaborate, and connect their learning to the world around them.

The International Baccalaureate (IB) framework guides our curriculum, offering globally recognized standards that empower students to thrive in any educational setting worldwide.

# ACKNOWLEDGEMENT PAGE

## Parent and Student Acknowledgement

This page must be signed and submitted to the Homeroom Teacher on the registration day of the new academic year

We, the undersigned, confirm that we have read and understood the contents of the **OWIS Whitefield Parent Handbook 2025–2026**.

We acknowledge the expectations, guidelines, and responsibilities outlined in the handbook and agree to comply with all policies and procedures as members of the OWIS school community.

We understand that adherence to the handbook supports the overall safety, discipline, academic integrity, and values of the school, and we are committed to upholding them throughout the academic year.

**Student Name:** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_

**Parent/Guardian Name:** \_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Signed in the presence of Homeroom Teacher:**

**HRT Name:** \_\_\_\_\_

**HRT Signature:** \_\_\_\_\_

**Date Received by HRT:** \_\_\_\_\_

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**Thank you for your partnership in supporting a positive and enriching learning environment at OWIS Whitefield.**

# ONE WORLD, ONE COMMUNITY

