





Inhoud

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Preface

Amsteltaal is the “newcomer school” in Amstelveen, the foundation for public education in Amstelveen, Ouderkerk aan de Amstel and Nes aan de Amstel. In this guide, we will tell you what the Amsteltaal team considers important for the education of children who speak little or no Dutch. You can also read about what the curriculum looks like and why we do what we do.

This school guide is primarily intended for the parents and guardians of our pupils, but also for trainees and teachers in primary education throughout Amstelveen. Would you like to know more about Amsteltaal? Please have a look at our website: www.amsteltaal.nl or come and visit us. You are always welcome!

Team Amsteltaal

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1 The Newcomer Groups

1.1 The school

Amsteltaal opened in August 2014 with one group in 'Montessorischool De Linde'. We relocated to the premises of OBS the Westwijzer in Amstelveen Bovenkerk where we currently operate with 6 groups in a separate wing which has its own separate entrance.

Our pupils come from all over Amstelveen. Some children travel to school on foot or by bike, but there are also children who come by car or who need to travel a bit by metro or bus.

We work with

- one foundation stage group (the red tulips) for pupils aged 4-6;
- one group 3 (the white tulips) for pupils aged 6
- three middle groups (the yellow, orange and purple tulips) for pupils aged 6-8;
- one advanced stage group (the blue tulips) for pupils aged 9-12.

For virtually all subjects, we work across all groups, and we aim for a maximum of 15 pupils per group.

Amsteltaal offers five schooldays a week, from 08.45-14.15 hrs. There is a continuous school timetable.

The Dutch school system may appear to be very different than what parents and children are used to in their home country. In the Netherlands there is compulsory education from the age of 5 (up to the age of 16) but almost all children in the country go to school from the age of 4. In the Dutch education system, various types of schools can be found, based on religious or pedagogical convictions. In the Netherlands, work practices are quite informal, and an independent (work) attitude is appreciated, where children are encouraged to express their opinions in a pleasant and relaxed way. Much attention is paid to social-emotional development, as it is seen as the most important condition for learning. Pupils who show a great level of commitment and motivation usually learn more and faster. We stimulate this by means of a wide variety of working methods in our educational programme. It is also typically Dutch that formal learning primarily takes place during school hours. After school hours, Dutch children are used to playing, practising sports or relaxing in some other way.



1.2 The pupils

Amsteltaal pupils come from all over the world; for example, Russia, Ukraine, Greece, Spain, Japan, China, Turkey, Syria, Zambia, Sweden, India, France and England.

The vast majority of our pupils are the children of highly educated parents and expats. Additionally, in this school year, most pupils come from Turkey and India. On average, pupils spend one year (39 weeks of education) with us before they can transfer to the regular Dutch-speaking education system. We have noticed that (intelligent and motivated) children of highly educated parents, and children who have been to an international school in their own country, are often able to leave the school a little earlier. This is always in consultation with parents and the receiving school. However, we also have Syrian or Eritrean children who, for various reasons, have not been able to attend school in their own country for a long time, if at all. The diversity of the pupil population requires us to take close consideration of the educational needs of each individual pupil. The differences can be considerable and, in our language policy plan, we describe our pupil population even more specifically.



1.3 The staff

In the 2021-2022 school year, the Amsteltaal team consists of the following people:

Rode Tulpen: Ankie Eekman and Jael van Heckers

Witte Tulpen: Maartje Keulers and Masja Plantin

Paarse Tulpen: Helma Tebbertman en Angelique Bos

Gele Tulpen: Toos van Vliet and Mirte Harms

Oranje Tulpen: Rita Nawmie

Blauwe Tulpen: Helen O'Brien and Henny Copal

Teaching Assistants: Niels Dijkshoorn, Stef Holling and Robert Palm

Principal / Internal Counsellor: Simone Rossing

Assistent Internal Counsellor/ATO: Ellen Goossens

Administration: Ira Elte

Gym teacher: Mathijs Miserus

Amsteltaal teachers have all been educated in the didactics of learning Dutch as a 2nd language (NT2), having followed a Post-Higher Vocational Education (HBO) NT2 and/or by training of NT2 educational programmes/methods such as Met Woorden in de Weer ("active with words"), LOGO 3000, Wereld vol Woorden ("world of words") or

Zien Is Snappen ("seeing is understanding"). Every year, the teachers attend regional and national study days of the Lowan to expand their professional knowledge.

They also take part in meetings of the newcomer network of ABC ABC Onderwijsadviseurs in Amsterdam and Leernetwerk Nieuwkomersonderwijs of the SWV Amstelronde.

Amsteltaal offers internships to students of Pedagogy, PABO and/or Master NT2 and students of Intermediate Vocational Education (MBO) teaching assistant.

1.4 The board

Amsteltaal is part of Stichting Amstelwijs. Eleven schools from Amstelveen, Ouderkerk aan de Amstel, and Nes aan de Amstel are connected to this foundation.



Amsteltaal endorses the vision of Amstelwijs. Everyone

is welcome to join us, irrespective of beliefs, religion, political affiliation or origin. We have mutual respect for each other and for everyone's ideology or religion. We pay attention to the norms and values of Dutch society.



2 Inflow and Outflow of pupils

Newcomers at the age of 4/5 are enrolled in a regular primary school. If it turns out that the child needs more intensive support, social-emotional and/or cognitive, the primary school can enrol the child in Amsteltaal's kindergarten group. Siblings of older children who are enrolled at Amsteltaal, can be immediately placed in the kindergarten group.

Newcomers aged 6 or older can be enrolled immediately.

The criteria applied to enrolment are as follows:

- the child is aged 6 year or older and is 'school ready', or meets the conditions for learning to read and write;
- the child resides in the municipality of Amstelveen;
- the child does not, or hardly, speak Dutch;
- the parents of the child intend to settle in the Netherlands for a longer period of time and want their child to move on regular Dutch-speaking primary education.

Parents can contact the Centraal Informatie Loket (CIL) for information and help, or the municipality of Amstelveen. The staff member of the CIL will answer your questions about the Dutch education system in general and the circumstances in Amstelveen in particular, and will advise you whether Amsteltaal is the most suitable school for your child(ren). The CIL can be reached via info@poamstelveen.nl or +31(0)6-82288072. The Centraal Informatie Loket can also help parents to find a follow-up school if their pupils are about to move out of Amsteltaal.



2.1 The intake

Following enrolment, parents will receive a welcome mail from us which contains an information letter available in the five most spoken languages) and an invitation for an intake interview. Parents of future pupils will fill in a written registration form and an extensive intake form (questionnaire). With this information, Amsteltaal teachers will get a good picture of, among other things, the educational history of the child, the languages that are spoken at home, the child's environment, talents and other particulars. The teachers carry out the intake interview

themselves, so that they have immediately made a first contact with parents and have a good picture of the child in order to determine which placement tests are needed (for middle and advanced stage) and to start the Individual Development Plan (IDP).

2.2 The initial situation

Most children at the age of 6 and older come directly to Amsteltaal from their country of origin. These children will not yet speak Dutch.

Children who have already been in contact with the Dutch language are assessed at the beginning. These are often children where one or both of their parents speak Dutch or children who have already attended Dutch lessons at the International School or another school (for example, a reception class at an asylum seekers' centre).

Vocabulary may be assessed with the so-called TAK (Taaltoets Alle Kinderen; Language Test for All Children). Technical reading involves listening to whether the children are already familiar with Dutch sounds and are able to make the sound-sign link. For this purpose, we use the DMT (Drie-Minuten-Toets; Three Minutes Assessment) or the AVI (Analyse van Individualiseringsvormen; Analysis of individualisation forms) assessment. Numeracy is assessed at the start using the bareka; this is a non-language numeracy assessment with which we can get a good idea of the child's technical numeracy level.

On this basis, we classify the pupils into instruction groups. These are very regularly adjusted and are as far as possible tailor-made education.



2.3 The outflow to secondary education

2.3.1 Outflow procedure

Our pupils move to all Amstelveen schools; i.e. to both Amstelwijks and Amstelland schools.

After the assessment period of period 2 (26 weeks) parents are advised as to which outflow group best suits the age and/or the development level of their child(ren) and the outflow date is determined.

Parents then contact the staff member of the CIL themselves. She will guide parents in the search for a school and may use the ParnasSys pupil administration and monitoring system to see which schools have a place available, and in which group. The staff member will email or call the school of choice before parents contact the school, in order to discuss whether there is a place available. If all the schools in the relevant district in question indicate that they do not have a place, the secretary of the Board will be called in.

For most pupils in group 1/2 at Amsteltaal, these agreements do not apply, as they are enrolled through a primary school and, in principle, will also go back to this school once they have finished Amsteltaal.

It may also happen that families relocate (sometimes back to their country of origin) and look for a school elsewhere. In recent years, various pupils have also moved on to Special Primary Education (SBO; Speciaal Basis Onderwijs) or Special Education (SO; Speciaal Onderwijs).



2.3.2 Outflow to regular groups in the primary school

In principle, the offer in the newcomer groups is based on 39 weeks of education. There are pupils who can leave more quickly and pupils who get an extension as, for example, they have not achieved their final targets.

Before a pupil moves out from us, we contact the Internal Counsellor of the receiving school to ensure a good transfer. The receiving school will receive the pupil's IDP and advice for further offers. We actively strive for a problem-free transfer in consultation with the future teacher. If Amsteltaal and the receiving school agree this can also take place by phone. During this school year our Ambulatory Language Supporter (ATO-ers) Ellen Goossens will support the transition and she will, if necessary, support the school intensively.

For vocabulary, in particular, a pupil who is moving on needs an additional range in the new class. It is accepted that adapting to Dutch education, requires at least five years attention (Ruimte voor nieuwe talenten, 2017 (Room for new talents, 2017)). We are aware that this is not easy for the receiving teacher, because their NT2 expertise is often not sufficient, and because it is organisationally difficult to make space available in the timetable for a pupil

with specific needs in an already large class.

Particularly for older children, the gap between a second-year newcomer and their Dutch peers is considerable. The difference may range from approximately 2,000 of 3,000 words for a group 3 pupil, but for a group 7 pupil it may be 7,000 of 9,000 words. If there is no additional supply for vocabulary in Dutch, a second-year newcomer will never get a chance to catch up. In particular, school language words are key! It may often seem as if a child already speaks Dutch very fluently, because his every day general language skills are in good order. However, the cognitive academic language skills (school language words) may be at a much lower level.

2.3.3 The outflow to the secondary education

Pupils aged twelve years or older are allowed move on to secondary education. Panta Rhei has International Switching Classes in Amstelveen where NT2 is offered at Lower Vocational Education (VMBO)/HAVO (Higher General Secondary Education) level.

For children who have the capacity to follow at least HAVO (Higher General Secondary Education) but whose Dutch is not yet sufficiently developed, there is also the Kopklas. The Kopklas is part of AMOS in Amsterdam and offers one year of education after primary school. Following that year, children make a final secondary education choice. The nearest location of the Kopklas is at Scholengemeenschap Buitenveldert (CSB). Occasionally, Amsteltaal pupils go here. Careful selection has been made to qualify for the Kopklas. Primarily, the pupil's own motivation is very important. A coordinator from the Kopklas will visit Amsteltaal prior to the placement to take some tests and to have a conversation with the pupil. After a year of intensive education in the Kopklas, the pupil continues to the HAVO (Higher General Secondary Education) or the Preparatory Scientific Education (VWO).



3 The Amsteltaal teaching program3

3.1. Language and Reading

3.1.1 Outflow procedure

All new children begin with a series of pronunciation classes before the real technical reading lessons start or at the same time. The pronunciation classes have been developed together with a speech therapist. Every day, there are one or two pronunciation sessions which take approximately 10 minutes. We practice using short but powerful exercises with the new pronunciation. This is often done in a playful way and with plenty of movement.

Children learn Dutch pronunciation in a receptive and productive way. They learn to distinguish sounds from each other and to pronounce them correctly. This is important, as the word man (man) is different from the word maan (moon) and the word baard (beard) is different from the word paard (horse).

When the children master Dutch pronunciation, they can really start reading technical. The children who are already literate in their own language can then learn the Dutch letters at an accelerated pace. We offer remedial pronunciation classes for children who fail to master some sounds that fail at some sound attainment. If children, after the remedial classes, still have difficulty with certain pronunciation, we recommend speech therapy.

Pupils in the kindergarten group are offered a new pronunciation exercise weekly, which is practiced several times in a playful way.

3.1.2 Technical reading

Every day at Amsteltaal we work on technical reading. We do this in the form of a reading circuit in which, in addition to the technical aspect, attention is also paid to reading with understanding. The reading circuit consists of three components: the instruction group, working with software for technical reading and an independent working method such as a processing assignment, a reading game, and paired reading.

Children read for 20 minutes in an instruction group with the teacher. There, they are initially instructed on the pronunciation sign link in Dutch and gradually the children start to read words and phrases. The materials of Veilig Leren Lezen ("learning to read safely") are used.

The children who have finished core 11 will continue to read the Estafette reading books, with texts of Nieuws-



begrip (understanding the news) and Schooltaal ("school language") and with texts from the method Horen, zien en schrijven ("hearing, seeing and writing").

Children also work for 20 minutes with software for technical reading, such as Zoem de Bij ("Buzz the bee") for initial, technical reading and Estafette Leestrainer ("Estafette reading trainer") for continued technical reading.

Reading independently (with pleasure) in self-selected books from our school library is also part of the reading circuit. We have, for reading, comics, prints and non-fiction books on offer at school in various languages. We encourage children to borrow books from the library or to bring books from home (in their own language).

We aim to bring the children to their departure level for technical reading in the space of one year. Recently, our focus has been more on reading with understanding. We are experimenting with this. It helps pronunciation if you have support for the content/context. When assessing (AVI and DMT) the focus for us is on reading with few errors. This is more important to us in the first instance than a high reading rate.

3.1.3 Spoken language

At Amsteltaal, we work on spoken language skills on a daily basis. We take a functional-communicative approach as much as possible. Pupils use the language they learn directly in meaningful contexts: to exchange ideas, to create something or to learn something new. We work thematically with the method Wereld vol Woorden ("world of words") combined with LOGO 3000. Within the context of the theme, we pay explicit attention to the building blocks of language, such as pronunciation, words and phrases. All groups work on the same theme, so that the entire school (including the hall and corridors) can be set up as a language-rich learning environment.

Middle and advanced classes

The theme classes are given in the base group. The supply of words is the same in all middle and advanced stage groups, but the implementation of the activities is aligned to the age group. We aim to provide pupils in one school year a Dutch basic vocabulary of between 2,500 – 4,000 words, depending on their age and level. The words of the BAK list and the materials of LOGO 3000 form the basis for this. We supplement these with words from the Digi-WAK for newcomers and words that are meaningful within the context of a (vocational) lesson or current affairs. On a daily basis, in theme classes of 90 minutes, we offer 10 to 15 words from the BAK list explicitly, based on the Viertakt van Verhallen and Van der Nulft. The meaningful context of the theme also offers plenty of opportunity to pick up additional words while doing and talking. Occasional and intentional learning can thus go hand in hand. We work partly in classrooms and partly in instruction groups on three levels.

In the instruction groups we pay attention to NT2 grammar, using the didactics of Zien Is Snappen ("seeing is understanding"). Our starting point is that we offer grammar in a meaningful context: we use the context and the words of the theme. We challenge pupils to use what they learn immediately; for example, in a writing game, de-



scriptive game or questioning game. Ultimately, we want children to be able to make a transfer and to be able to apply what they have learned in a different context. Then there is real learning!

During the classes, we also pay attention to language functions and pragmatics: which language is appropriate for which situation? Through role-play, children practice common language situations (asking for directions, paying for something in a shop). Pupils practice with social language functions such as greeting and asking for information, together with cognitive language functions such as describing, comparing and reasoning.

The teachers determine each school day which level activity is most suitable for which pupil; for example, the pupil may play a word game at a higher level one day, and a grammar exercise at a lower level the next day.

We strive for as much linguistic interaction as possible between teacher and pupils, and between pupils themselves. To do this, we use, for example, language thinking conversations. By offering pupils plenty of speaking opportunities in a safe and challenging context they get plenty of opportunity to experiment with language and their language learning mechanism is activated. They learn language by using it. In interaction in the small group there is lots of room for targeted scaffolding and teacher feedback.

In order to stimulate written language production, we use among other things, language rounds. In a language round, oral and written language are practised in line, enriching each other. Technical language skills such as spelling, grammar and vocabulary are often dealt with only within the context of the contents. In language rounds we take small steps to arrive at a written text (middle and advanced stage) or language drawing. In a language round we explain, listen, write and read about things that children perceive, think and experience themselves. The starting point is a child's experience so that all children can participate at their (language) level.

In the vocabulary classes, regular attention is paid to the mother tongues of the pupils: which Dutch words



are similar to other languages? How does a word sound in your language? We are investigating how we can extend functional multilingual learning.

Needless to say that we do not only pay attention to oral language development in the theme classes attention. During creative classes, numeracy and reading, music and the gym class we also pay explicit attention to words and stimulate and help pupils to express their thoughts and ideas in Dutch.

3.1.4 Spelling

The Amsteltaal team has been trained in the Staal spelling method. This method will be introduced this academic year. Steel is a yield-oriented method: optimal learning results are paramount. For this, Staal works with the proven spelling approach of José Schraven.

In Staal's spelling learning track, the emphasis is on modeling and the constant repetition of spelling categories. The teacher's instruction is the core of the method, so mistakes are avoided as much as possible. And that motivates. In Amstelveen, several regular primary schools work with the Staal method, so there is a continuous learning line.

3.2 Numeracy

Numeracy with newcomers is a challenge! The differences between them can be considerable and, especially when children have just started, a common language when giving instructions can be missing. In plenty of countries, children mainly learn technical numeracy. They can perform all kinds of calculations but applying the technical skills in various contexts takes a lot of effort. In addition, we note that newcomers often lack a broad repertoire to solution strategies, whereas in Dutch education a great deal of value is attached to this.

We work with the Reken Zeker numeracy method. We chose this method because there is always attention for one mathematic part/ one strategy per lesson and attention for mathematic language. We are expanding this ourselves, using the basic principles of scaffolding (language support).

At Amsteltaal we pay less attention to mathematic education than would be paid at a regular primary school because learning the Dutch language has the highest priority. We can serve six instruction levels at school level and consciously choose to focus on mathematic language to ensure the transition to regular education



is as good as possible. Sometimes we plan classes with additional challenges for the more advanced pupils and sometimes there are classes to help weaker pupils. Children are also allowed to bring in a maths book in their own language.

In addition to the training software belonging to the Reken Zeker numeracy method, the adaptive software program Rekentuin is also used. Each child has their own account and can also practice at home at their own level. Since this school year we have started using math games during the lessons.

3.3 Social-emotional learning

In the newcomer groups, attention is paid to social-emotional learning at a times when something particular occurs. We base our lessons on the method 'The vreedzame school voor nieuwkomers'. In addition, we see the benefits of connecting our approach to a concrete situation.

We try to ensure the safest possible pedagogical climate at Amsteltaal. Newcomers are vulnerable because of the entirely new situation in which they find themselves. Moreover, they have to learn to deal with their multiple identities. (Ruimte voor nieuwe talenten (Room for new talents, 2017) We offer security by offering them a clear structure to the day and by giving them tailor-made education. In this way, these pupils feel competent and valued as who and what they are. We believe that children with possible traumas also benefit from this. As teachers, we are open to cultural differences. During thematic work, we pay attention to things that may be different in the Netherlands compared with what the children were used to. This is not about right or wrong, but about 'different'.

Once a year, we conduct a survey among our pupils to measure their perception of safety. The teachers analyse the results of this survey and, if necessary, carry out follow-up actions at individual or group level. We also have an anti-bullying coordinator, also known as "the listening teacher". Pupils can turn to Ms Helen if, for example, they feel unable to approach their own teacher.

3.4 Gymnastics

Pupils in the middle and advanced stage group have gymnastics lessons led by a professional teacher twice a week, the foundation stage group once a week. In the gymnastics lessons, there is also attention paid to vocabulary, whenever possible. Plenty of words can be learned perfectly by applying them.

3.5 Creative and music

We give handicrafts training and also drawing and cultural education. In the creative classes, we use, among other things, the digital method Laat maar Zien ("show it") for support and inspiration. The classes fit in as much as pos-

sible with the school-wide theme which is currently being worked on and within these classes explicit attention is also paid to vocabulary.

We have a number of musical colleagues, some of whom play an instrument. Music does not appear separately on our timetable, but is integrated into the thematic language and vocabulary teaching that we provide.

3.6 Working with instruction groups

At Amsteltaal we work across groups, because in this way we can serve as many pupils as possible at their own level.

In five classes we can work with:

- fifteen level groups for technical reading (reading comprehension is also covered here)
- five level groups for spelling
- several level groups for pronunciation education
- ten level groups for numeracy

If necessary, the teaching assistant can also take care of an additional instruction group. The thematic language and vocabulary teaching is provided in the own group, in order to fit in as well as possible with the age group and the group feeling.

If new pupils enter in the middle or advanced stage group, they are assigned to the existing instruction groups. This may mean that a new pupil may not work at their correct level for the first few weeks.

The instruction groups are reviewed on average every 3 to 4 weeks. If a pupil progresses quickly, he or she can work at a higher level. However, if the level turns out to be too difficult, the Intern Counselor and the instructor will discuss whether the pupil may take a step back.



4 Pupil care

At Amsteltaal, we follow our pupils closely. The teacher is primarily responsible for this, supported and monitored by the Internal Support Coordinator (IB-er).

If necessary, the expertise of the orthopedagogues or (paediatric) psychologists, working at Stichting Amstelwijs, can be called upon. The group size is deliberately kept small (a maximum of 15 pupils), so that sufficient attention can be paid to individual pupils.

Our pupils stream in and out throughout the year. In order to be able to follow them in their development in the best way possible, each pupil has an individual assessment plan; therefore, we have no specific assessment weeks at Amsteltaal. It goes without saying that we cluster pupils who started in the same period (e.g. after the summer holidays).

4.1 Minimum goals and assessments

In the newcomer groups we work with special learning pathways for newcomers. We use the nationally applied minimum goals of the Internationale Taalklas Haarlem (International Language Class Haarlem) and also follow their 13-26-39 weeks cycle. This means that our curriculum is divided into 3 periods of 13 weeks, with the pupils being assessed after each period to measure their progress.

New pupils are linked to a learning pathway on the basis of three criteria. In this way, we can determine intermediate and final goals and provide the most appropriate education for them. These criteria are as follows:

1. their age
2. their level of literacy
3. whether or not Latin-lettered

At Amsteltaal, we make a distinction between literacy in languages that use the Latin script and other languages. Pupils who are familiar with Latin script generally learn to read faster and spell correctly in Dutch.

Because a large proportion of our pupils develop well and achieve relatively good results, Amsteltaal has adjusted the national minimum goals upwards. We will continue to collect data and at the end of each school year, we will assess whether we want to revise our minimum goals.

After each period (i.e. 13, 26 and 39 weeks) the pupils in the middle and advanced stage are assessed. The pupils in the kinder-



garten group are not assessed (except for vocabulary) but are followed intensively with a kindergarten group observation system. Parents are invited to Amsteltaal for a short conversation about their child's progress after each assessment period, i.e. at least three times a year. Of course, the teachers are always open to informing parents more often about the development of their child, if there is reason or need for this.



4.1.1 Assessments

After each period the pupils of the middle and advanced stage are assessed.

Assessing newcomers is a challenge. On the one hand, because it is an organizational puzzle with all the various learning pathways that the pupils have; on the other hand, because the available assessments are not, or hardly, suitable for newcomers and are too early linguistic. We therefore offer additional support in assessing, taking care that our support does not influence results too much.

Amsteltaal uses the following assessments in the middle and advanced stage groups:

Vocabulary	Wereld vol woorden assessments TAK Receptief
Technical reading / grafeme assesment	AVI DMT Veilig Leren Lezen assessments (witte tulpen)
Spelling	Cito Spelling 3.0 Staal spelling assessments
Numeracy	Reken Zeker assessments Cito Rekenen 3.0
Reading comprehension	Cito begrijpend lezen 3.0

The foundation stage group takes the vocabulary assessments from LOGO 3000. In addition, the pupils in the foundation stage group are followed by means of the Leerlijnen Jonge Kind ("learning pathways young child") with the Leerlijn Anderstaligen ("learning pathway foreign speakers") specifically for the development of language and vocabulary.

4.2 Individual Development plan (IDP)

In order to be able to correctly follow pupils and their development, we make an Individual Development Plan for each child. The IDP is set up within 4 weeks after the entry of a new pupil. The teacher uses the information from the intake and, in the case of middle and advanced stage pupils, the information from their start assessments. The development of the foundation stage pupils is, as mentioned above, followed by observations and noted down in



the Leerlijnen Jonge Kind ("learning pathways young child") in our ParnasSys pupil administration and monitoring system.

The IDP is also the Onderwijskundig rapport (OKR) ("educational report"), which we share with the follow-up school to give them, together with an oral explanation, a good overview of the level and the needs of the pupil.

4.3 Pupil discussion and collaboration with external parties

The Amsteltaal team aims to follow the development of pupils as closely as possible. Three times a year, after each assessment period, we have a pupil discussion. the pupils are discussed with reference to concerns, how we should adjust the curriculum or whether we need to look for the most appropriate form of help.

If necessary, we work closely with external partners

such as the education specialist of the Samenwerkingsverband Amstelronde partnership, the school doctor or speech therapy. There is also a Parent / Child Coach (OuderKindCoach; OKC) available who can advise teachers and parents and, if necessary, refer them to the most appropriate gency for help. Teacher and internal counselor meet on a regular basis to monitor the development of the students well.

4.4 Safety

Schools are required by law to provide a safe environment for everyone within the school: pupils, teachers, educational support staff, parents, etc. Safety is enshrined in a number of laws. Our school has a safety policy that is updated annually. At least once a year, we also a conduct a survey among pupils in the middle and advanced stage to monitor their perception of safety within and around the school. During this school year, we also want to conduct a digital survey among parents. The outcomes will provide us with significant input to see what we can improve in order to ensure that all pupils are safe at Amsteltaal. Ms Helen is our anti-bullying coordinator; to the children we refer to this as the 'listening teacher'. Pupils can go to her with any problems or concerns.



5 Cooperation with parents

We aim to involve parents as much as possible in the school. We do this in the following ways:

- Teachers have an intake interview with parents before a new pupil starts;
- Following the assessment period after 13 and 26 weeks, there are parent interviews.
- When a pupil is ready move on to a follow-up school, there will always be a departure conversation. The IDP, containing the last assessment results, is discussed with parents.
- The parents are involved in activities at school, such as the Koningsspelen (King's games) and we organise Christmas 'drinks'. Parents are invited to attend.
- Parents are invited to the joint celebrations and/or to help with organization.
- All parents are invited to attend a class in their child(ren) group. They can make an appointment with the teacher(s) of their child(ren) by email;
- A number of parents (with some knowledge of Dutch or English) are asked to accompany pupils on school trips / excursions;
- We regularly publish a newsletter which parents receive by email and which is also posted in the central hall;
- Care pupils are regularly discussed with the Internal Support department (Internal Support Coordinator), teacher and parents.
- We organise Dutch language classes for parents of our students.





6 Practical matters

6.1 Breaks and lunchtime

In the morning, all pupils have a short break of about 15 minutes and eat some fruit which they have brought to school. All children stay for lunch at school. We encourage healthy eating, so no soda or candy. We also identify crisps (chips) and French fries as unhealthy food which does not belong in school.

Between 12.00 and 13.00 o'clock, the children play outside for 20 minutes and they eat together under the supervision of their teacher. Pupils have to bring their own lunch.

The pupils in the kindergarten group play outside for about 45 minutes twice a day.



6.2 Ill... now what?

If a child is ill, the parent or guardian must call them in sick before 08.25 o'clock. Parents can do that on the website and/or in the Parro app. The teacher and/or school management will keep in touch with the parent or guardian so that measures can be taken in time if a gap in their learning develops.

Teachers are also sometimes sick. In this case, an attempt is made to arrange a replacement. Sometimes, however, this does not work. Fortunately, the need to send children home does not happen very often but, if this is the case, parents/guardians will always be contacted.

6.3 Arriving late

Classes begin at 8.45 o'clock. The door to the school opens every day at 8.35 o'clock so there is enough time to come in quietly, to take a look at the classes and, if necessary, to discuss something briefly with the teacher or to ask questions. We find it very important that all children arrive at school on time. If a pupil is late for school, this is very annoying and disruptive for the teacher, for other pupils and also for the child itself. If your child is late, this will be registered by the teacher. If a child has been late 3 times, the teacher will invite the parents for a conversation. If it happens 5 times, parents are invited to discuss a suitable solution with the Principal. After 7 times, the school attendance officer will be informed. This applies to the entire period that the child is in school with us. We hope that this will not be necessary and that everyone will arrive on time!

6.4 Birthday Treats

If it's your child's birthday, your child may give out birthday treats. We like to see healthy treats, also for the teachers.

If too many birthday treats are brought at the same time, one will be chosen and given out. What remains, will be returned home.

6.5 Leave of absence

From the age of 5, children in the Netherlands are subject to compulsory education and may not be absent without a valid reason. You can only apply for leave with a good reason. The rules are strict!

The situation may occur where parents want to go abroad outside the regular school holidays for a marriage or other important event. Parents must then consult with the management well in advance (officially 8 weeks) and fill out a form. This form and the corresponding rules can also be found on Amsteltaal's website.

If your child has to go to the dentist, doctor or hospital, you must inform us of this. We assume that your child is only absent if the medical appointment really cannot be planned otherwise. The absence must be limited to the time needed to visit the doctor, dentist or hospital.

6.5 After-school childcare

If parents seek care for their child(ren) after school, this is possible. Amsteltaal cooperates with two childcare organisations in Amstelveen, in which the care is in line with our school hours. Kinderrijk (www.kinderrijk.nl) is located in the same premises as Amsteltaal. BSO Boon (www.bsoboorn.nl) is located at swimming pool De Meerkamp and will pick up your child from school. If you are interested, please contact them directly.

We would like to emphasise that Amstelwijs is in no way responsible for both the organisation and quality of these childcare organisations. If you have any questions and/or remarks, please contact the relevant organisation.

6.6 Parental contribution

Education is free in the Netherlands. Nevertheless, every Dutch primary school asks for a voluntary annual parental contribution. At Amsteltaal, this is € 55.00 per



pupil for the entire period that your child(ren) is/are staying with us. From this money we pay for excursions (library, school trip and language trip) and parties such as Sinterklaas, Christmas and Easter. This contribution is voluntary. Even if you do not pay this contribution, your child can participate in the activities. You will receive a digital payment link for this through which you can pay this parental contribution.

The school also provides all the school supplies your child needs (books, exercise books, writing and craft materials). **There is one exception: for hygienic reasons we ask that all children bring their own ear plugs, in a storage box or pouch, which they can take with them so they can work on the Chromebooks and other devices.**



6.7 Complaints

Where people collaborate, sometimes things may go wrong. As a parent, you may be dissatisfied with all sorts of things about the school. Experience has shown that the best way to solve complaints is to contact the class teacher, Internal Support Coordinator (IB-er) or the Principal of the school directly.

We have made the following arrangements for this:

1. If it concerns an event in the group, the teacher is the first point of contact.
2. If, after one or more conversation, you feel that what you have discussed has not been handled or arranged satisfactorily, you can request a meeting with the management of Amsteltaal. This also applies if you have something to discuss about a subject that has nothing to do with the teacher or group.
3. There may be incidents or problems where the above steps did not lead to the desired result. In that case, you could contact the confidential advisor (appointed by the board). It is the duty of the confidential advisor to provide you with procedural support and, if necessary, to refer you to the management. Ms José Welten is the contact person for the schools of Amstelwijds. She can be reached by phone: +31(0)06-47430001 or by email: j.c.welten@gmail.com.
4. If, after all these steps, you decide to lodge a formal complaint, this must be done in writing. You can read how this works in the complaints procedure. This can be found, among other places, on the website of



Amstelwijs www.amstelwijs.nl

Amstelwijs is a member of the Landelijke Klachtencommissie Onderwijs in Utrecht

Telephone number: 030-2809590

E-mail: info@onderwijsgeschillen.nl

Website www.onderwijsgeschillen.nl

6.8 Contact

Is your child not yet attending Amsteltaal and you would like information? Please contact the Centraal Informatie Loket of the municipality of Amstelveen.

The CIL staff member will answer your questions and advise you whether Amsteltaal is the most suitable school for your child(ren). You can reach the staff member via info@poamstelveen.nl or +31(0)6-82288072.

Address:

Amsteltaal

Ringslang 13a

1187 BT Amstelveen

phone: 020-8208176

e: info@amsteltaal.nl



Email-adresses

Simone Rossing	Principal / Internal Counsellor	info@amsteltaal.nl
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