



NIEUWKOMERS ONDERWIJS

AMSTELTAAL

Een wereldschool!

**SCHOOL GUIDE
2023-2024**

ABC



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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
Ringslang 13A
1187 BT Amstelveen
+31(0)20 - 8208176
info@amsteltaal.nl







1 The Newcomer Groups

1.1 The school

Amsteltaal started in August 2014 with one group. We are in the same building as OBS De Westwijzer in Amstelveen Bovenkerk, where we are currently with 9 groups in a separate section with our own entrance. Our students come mainly from Amstelveen-Zuid. 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;
- five middle groups (the White, Turquoise, Green, Orange and Purple Tulips) for pupils aged 6-9
- three advanced stage groups (the Lila, yellow and Blue Tulips) for pupils aged 9-12.

For virtually all subjects, we work across all groups, and we aim for a maximum of 16 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

Students at Amsteltaal come from all over the world; on average, out of 140 students, we have over 30 nationalities. The vast majority of our students are children of highly educated parents and skilled migrants. They are raised multilingual because of the languages spoken at home and/or because they attended an International School. This therefore means that for some of our students, Dutch is the second, third (or even fourth) language they learn.

However, we also have refugee children who for various reasons no or for a longer time little education and children of migrant workers. The diversity in student population requires us to monitor our students closely and adapt our organizational form to the different educational needs that exist, among other things by organizing the cross-group organization of the core subjects.

The differences can be great, and in our language policy plan we describe our student population even more specific.



1.3 The staff

In the 2023-2024 school year, the Amsteltaal team consists of the following people:

Rode Tulpen: Ankie Eekman en Monique van der Felz-Rempt

Witte Tulpen: Mirte Harms en Masja Pantlin

Turquoise Tulpen: Maartje Keulers en Henny Copal

Groene Tulpen: Rick Mertens

Oranje Tulpen: Rita Nawmie en Mirte Harms

Paarse Tulpen: Helma Tebbertman en Angelique Bos

Lila Tulpen: Bianca Pleune-Duijzer en Henny Copal

Gele Tulpen: Evelyn Visser en Natasja Borgman

Blauwe Tulpen: Helen O'Brien en Evelyn Visser

Teacher Assistants: Stef Holling, Robert Palm, Angela Paulides, Ganna Khenova, Amal El Bouhali en Sonja Scholte

Gym teacher: Bob Titulaer

Principal: Simone Rossing

SEN Coordinator: Sanae Dahoui

Administration: Ira Elte

The teachers at Amsteltaal are all trained in the didactics of learning Dutch as a 2nd language (NT2) by following a Post-HBO NT2 and/or by training in NT2 teaching programs/methodologies such as Met Woorden in de Weer, LOGO 3000, Wereld vol Woorden or Zien Is Snappen. Annually the teachers visit regional and national study days of the Lowan for expansion of professional knowledge. They also participate in meetings of the Learning Network Newcomer Education of SWV Amstelronde. Amsteltaal offers internships to students of Pedagogy, PABO and/or Master NT2 and students of MBO educational 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 transfer procedure 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 years or older can be registered at the Central Information Desk (CIL) of the Municipality of Amstelveen. The CIL can be reached at info@poamstelveen.nl or 06-82288072. The CIL coordinates the registration with the language schools. (www.cilamstelveen.nl)

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, Ouderkerk or Nes a/d Amstel;
- 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.

The CIL offers parents help and information regarding placement in a (language) school. Also the employee of CIL can answer your questions about the Dutch education system and the circumstances in Amstelveen. Transition to regular education, after a period at the language school, is also coordinated through CIL.



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

Many children ages 6 and older come to Amsteltaal directly from their countries of origin. These children do not yet speak Dutch.

A child is tested in advance if there is any doubt as to whether Amsteltaal or a regular school is the right place for him/her. This often involves children who have already been exposed to the Dutch language because one or both parents speak Dutch or children at an International School or another school (for example at an AZC) have already taken Dutch lessons.

In technical reading, we listen to whether the children already know the Dutch sounds and can make the sound-sign connection. Mathematics is tested with the Bareka at the start, this is a non-language math test with which we can get a good picture of the technical level of math.

Based on this we divide the students into instructional groups. These instruction groups are very regularly adjusted to provide customized education as much as possible



2.3 The transfer to regular education

2.3.1 Transfer procedure

Our students transfer to all schools within Amstelveen. We also cooperate with a number of schools in neighboring municipalities.

After your child has attended Amsteltaal for a period of 13 weeks, Amsteltaal will determine and issue a **provisional advice**. This will detail both the grade and the date at which your child can transfer to an elementary school. The Central Informatie Loket (CIL) will inform you by email about the provisional advice once this is ready. This email will also contain an offer for three schools closest to your home address where there is availability. You are requested to inform the CIL of your order of preference for these schools before the date mentioned (usually within 10 days of receiving the email).

After the specified date your child will be assigned a place at the highest possible school of your preference. Children who already have a brother or sister at a specific elementary school have priority at that school (please note: there is no place guarantee!). In the event of over-registration for an elementary school, children will be considered for a school in order of the distance from their home address. Children of parents who have not indicated any preference will be assigned a place at a school based on availability.

After the elementary school has been assigned, the CIL will inform you where your child has been placed by email. The elementary school will then invite you for an introduction meeting and enrollment.

After your child has attended Amsteltaal for a period of 26 weeks of education, the Taalschool will convert the provisional advice into the **final advice**. This confirms both the grade to which they will transfer and the starting date and is made on the basis of observations and test data. The CIL will inform you of this by email. This completes and confirms the placement and enrollment at the elementary school for your child. If after 26 weeks your child's final advice is for a different grade than the provisional advice made previously, this may mean that there is no place at the previously assigned elementary school. In that case, the Loket will assist you in finding an other elementary school for your child(ren).

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 Transfer 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) will support the transition and 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 is 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. For this, schools can seek help and expertise from Ambulatory Language Support Officers (ATO's). (www.ato-amstelveen.com)

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 transfer procedure to secondary education

Students who are 12 years of age or older may move on to secondary education. Panta Rhei has International Switching Classes in Amstelveen where NT2 offerings are given at the VMBO/HAVO level. It occasionally happens that a student goes directly from Amsteltaal to VO.

3 The Amsteltaal teaching program

3.1. Language and Reading

3.1.1 Sound education

Sound education is the basis of our teaching. Only by being able to distinguish sounds and pronounce them correctly can children understand and produce Dutch. For these reasons, all new students are first offered Amsteltaal sound lessons before the real lessons for technical reading start.

Every day the student receives two sound lessons, until all sounds have been covered. This takes about 2 weeks. Each lesson lasts about 10 minutes. We practice the new sound briefly but powerfully. This is often done playfully and with lots of movement.

Teaching takes place through NT2 didactics: from receptive, reproductive to productive. The pupils of the kindergarten group are offered a new sound every week which is practiced several times in a playful manner. After our sound lessons we check whether our goals have been achieved through a test. We offer remedial sound lessons for children who are failing on some sounds.

If children continue to have difficulty with certain sounds after remedial lessons, we recommend a speech therapy screening so that we can provide a proper customized education.

3.1.2 Technical reading

Every day at Amsteltaal we work on technical reading. We do this in the form of a reading circuit which, in addition to the technical aspect, also focuses on reading with comprehension. The reading circuit consists of three parts: instruction, working with software for technical reading and an independent work form such as a processing task, a reading game, or tutor or duo reading.

Children read for 20 minutes in an instructional group with the teacher. There they receive initial instruction on the sound-sign link in Dutch and gradually the children start reading words and sentences. The materials of Veilig Lerem Lezen are used.



The children who have finished Kern 11 continue reading in reading books from Estafette, with texts from Nieuwsbegrip, or with teacher-created texts.

In addition, we encourage children to borrow books from the library or to bring books from home (in their own language) with them.

We try to bring the children up to their exit level for technical reading in one year. When testing (AVI and DMT) the emphasis for us is on reading with few errors. We consider that more important than a high reading rate.

Recently, our focus for development has been on reading with comprehension. We are taking training on this and trying which approach and texts work best for our target group.

3.1.3 Language offerings and vocabulary

At Amsteltaal, we work daily on language skills, both oral and written. In doing so, we take a functional-communicative approach as much as possible. Students use the language they learn directly in meaningful contexts. To exchange ideas, to make something or learn something new. We work using themes from the method World full of Words combined with LOGO 3000 and Seeing is Understanding. Within the context of the theme, we pay explicit attention to the building blocks of the Dutch language, such as sounds, words and sentences. All groups at Amsteltaal work with the same theme at the same time, which allows the entire school (including the hall and corridors) to be set up as a language-rich learning environment. Upon entering the school, the students are thus immediately stimulated.

Middle and upper school

All theme lessons are taught in the own group. The vocabulary is the same in all middle and upper school groups, but the activities are tailored to the age of the students. We strive to give students a basic Dutch vocabulary of 2500 to 4000 words in one school year, depending on their age and level. The words from the BAK list and the materials from LOGO 3000 form the basis for this. We supplement this with words from the DigiWAK for newcomers and words that are meaningful in the context of a (subject) lesson or current events.

In daily practice this means that five times a week we offer thematic lessons of 90 minutes with explicit attention to 10 to 15 new words. In each group this is done using the *Viertakt of Verhallen and Van der Nulft*. In addition, the meaningful context of the theme offers ample opportunity to hook additional words while doing and talking. Students can also pick up additional new words themselves through that context. Incidental and intentional learning thus go hand in hand. We work partly in class and partly in instructional groups at three levels. We challenge students to put the language/words they learn to immediate use, for example, in a (writing) or question game.



Teachers determine for each day of class at what level the activity is most appropriate for which student. For example, a student may do a word game at a higher level one day and be offered an exercise around grammar at a lower level the next day. In the instructional groups attention is also paid to NT2 grammar using the didactics of Zien is Snappen. The starting point again is that we offer grammar in a meaningful context. Ultimately we want children to be able to transfer and apply what they have learned in other contexts. Then real learning has taken place!

Lower school

Themed lessons are based on topics relevant to preschoolers. These may differ from those of middle and upper grades. Again, the words from the BAK list and the materials from LOGO 3000 form the basis, supplemented with words that are meaningful in the context of a (subject) lesson or current events.

In daily practice, this means that the preschoolers are offered a cluster or talking picture with new words five times a week. This is done using the Viertakt of Verhallen and Van der Nulft. In addition, we let the words come back explicitly in all other activities, such as reading aloud, crafts, math, preparatory writing, movies, singing, (digital) games, etc. In this way the children hear the words many times a day and in different contexts. We also challenge the children to use the vocabulary passively and actively.

The many aspects of language

During the lessons we also pay attention to language functions and pragmatics: which language is appropriate in which situations? Students practice social language functions such as greeting and asking for information. Through role play, children practice with/in common language situations (asking for directions, paying for something in the store). Cognitive language functions such as describing, comparing, and evaluating are also addressed.

We strive for as much linguistic interaction as possible between teacher and pupils and among pupils themselves. For this we use, for example, pair talks, but also language discussions. By giving students a lot of speaking space within a safe and challenging context, they get ample opportunity to experiment with language and their language learning mechanism is activated. They learn language by using language. The interaction in such a small group gives plenty of room for the teacher for targeted scaffolding and feedback.



Students' native languages receive regular attention in vocabulary lessons: which Dutch words are similar to words in other languages; how does a word sound in your language? We are exploring how to expand functional multilingual learning.

To stimulate written language production, among other things, we deploy language rounds. In a language round, oral and written language are an extension of each other, they enrich and support each other. Small steps are made to arrive at a written text (middle and upper school) or language drawing. In a language round, stories are told, listened to, written and read aloud, about things that children perceive, think and experience themselves. The starting point is the child's own experience so that all children can participate at their own (language) level. Technical language skills such as spelling and grammar play a subordinate role. The emphasis is mainly on language expression with vocabulary (construction) within the context of the subject.

Of course, we pay attention to oral language development not only in the thematic lessons. Also during creative lessons, math and reading, music and gym class, we pay explicit attention to Dutch words and encourage and help students to express their thoughts and ideas in Dutch. After all, everything is LANGUAGE.

3.1.4 Spelling

The team of Amsteltaal is trained in the method Staal spelling. Since several years we have been using this method.

In the learning line of Staal spelling the emphasis is on demonstration (modeling) and constant repetition of spelling categories. The instruction of the teacher is the core of the method; this prevents errors as much as possible.

In Amstelveen, several regular elementary schools work with the Staal method and there is therefore often a continuous learning line for the student.

3.2 Math

Math with newcomers presents a challenge! Teaching math involves the use of language: both instructional language and computational language. Newcomers, especially in the first weeks, do not yet have sufficient knowledge of the Dutch language to understand instruction properly. Words like "the book," "write," "listen," "good" are still unfamiliar. In addition, the children need to learn specific math language, such as the use of the counting words and concepts like "more / less", "almost", "together", "plus / minus", etc. All of this language must be taught explicitly. Many of our students have already received math education in their country of origin. The level of the entering students is very diverse. Sometimes the pupils have learned math strategies that are unclear to us, or that we even find undesirable in the Netherlands. On the other hand, it may happen that a child does not yet know enough strategies, and solves all arithmetic problems by counting (on the fingers or by heart) or numerically. The skills in the area of automation / memorization sometimes



fall a bit short compared to what we find desirable in the Netherlands. Learning to work with supporting materials and models and the ability to work with tables, diagrams or graphs often requires extra attention because our students have not become familiar with these in their country of origin.

We offer our arithmetic education in cross-group level groups. School-wide, we have room for approximately 16 level groups. The subject arithmetic/math is on the timetable 4 days a week. Each group receives 4 x 25-30 minutes of instruction per week and works 4 x 25-30 minutes on processing assignments. This is less than what is usual in a regular elementary school because the learning of the Dutch language is our highest priority. Due to the language aspect of the lessons, the pace per lesson is also somewhat slower than in regular primary education.

In our math method *Getal en Ruimte junior* there is a lot of attention for the linguistic aspect of math and per lesson only one math strategy is addressed. We use the principles of "scaffolding" and intensive language support.

In addition to the assignments in the math book, additional processing material is offered where necessary. We make use of the adaptive math program "Rekentuin", which the child can also practice at home at his own level. We also have a large repertoire of math games that the children can play together.

3.3 Social-emotional learning

The newcomer groups focus on social-emotional learning. We base our lessons on *The Peaceful School* for newcomers. In addition, we see the advantages of connecting to a concrete situation.

We try to provide the safest possible pedagogical climate at Amsteltaal. Newcomers are vulnerable because of the completely new context they find themselves in. Moreover, they have to learn to deal with their multiple identities (Room for new talents, 2017). We provide safety by offering them a clear structure of the day and providing them with customized education. Thus, these students feel competent and valued in who and what they are. We believe this also benefits children with possible trauma. As teachers, we are open to cultural differences. We pay attention during thematic work to things that may be different in the Netherlands than the children were used to. This is not about right or wrong, but about 'different'.

For students with additional social-emotional support needs, we use "Rots and Water." Teacher Angela provides these trainings in small groups.

Once a year we take a survey with our students to measure their perception of safety. The teachers analyze the results of this survey and, if necessary, carry out follow-up actions at individual or group level. We also have two anti-bullying coordinators, also called the listening teachers. The students can contact juf Helen and juf Angela if, for example, they feel they cannot turn to 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 teach handicrafts as well as drawing and cultural education. For the creative lessons we use the digital method Let's See to support and inspire. The lessons fit in with the school-wide theme as much as possible and within these lessons explicit attention is paid to vocabulary.

For music lessons, Amsteltaal participates in the program "Free as a Songbird": sixteen music lessons that connect to the Wereld Voor Woorden themes (the language and vocabulary education we provide). On Mondays juf Anne teaches and on Wednesdays juf Lizzy.

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 seven classes we can work with:

- nineteen level groups for technical reading (reading comprehension is also covered here)
- seven level groups for spelling (including pronunciation education groups)
- sixteen 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 SEN Coordinator 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. Calendar age
2. What group is the student in now?
3. (un)Literate and (un)related literate

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 tested. The pupils in the kinder-



garten group are not tested (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 Testing

After each period, middle and upper school students are tested.

Testing newcomers is challenging. We therefore offer extra support during testing, where we ensure that our support does not affect the result 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 (group 3 & 4)
Spelling	Cito Spelling 3.0 Staal spelling assessments
Numeracy	Assessments Getal en Ruimte Junior Cito Rekenen 3.0 Semsom (group 3 & 4) Bareka
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 Learning tracking system (Schoolkr8)

In order to properly track the students and their development, we are using Schoolkr8 starting this school year. Schoolkr8 is a digital student tracking system for newcomers. The IOP (student file) is started within 4 weeks after the start of a new student. The teacher uses the data from the intake and for middle and upper school students data from the starting tests.



The development of the undergraduate students, as indicated above, is followed through observations and noted in the Young Child Learning Lines in our student tracking system Parnassys. The student file is also immediately the Educational Report (OKR), which we share with the continuation school and gives them, along with a verbal explanation, a good picture of the level and needs of the student.

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 agency 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: students, teaching staff, 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 conduct a survey of middle and upper school students to monitor their perception of safety in and around the school. We also regularly conduct a digital survey with parents. The results give us important input to see what we can improve to ensure that all students are safe at Amsteltaal. Juf Helen and juf Angela are anti-bullying coordinators. To the children we call these the "listening teachers," students can go to them if they have something on their minds.



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 testing and observation periods 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 transfer procedure 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.
- You can find information about important topics on our parent page on the website.





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 by sending an E-mail or using 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 sick from time to time. In that case, attempts are made to arrange for a replacement. However, sometimes this is not possible. It is fortunately rare that we have to send our students home, but should this be the case, we will always contact the parents/guardians. Therefore check Parro every day!

6.3 Arriving late

We expect all students in school at 8:35 a.m. so that we can really start classes at 8:45 a.m. 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. Keep it small!

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.

6.6 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.bsoboone.nl) is located at swimming pool De Meerkamp and will pick up your child from school. Kids Aktief is located in the club building of RODA '23 (www.kidsaktief.nl). UniKidz is at various locations in Amstelveen (www.unikidz.nl). 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.

6.7 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 contribution we pay for excursions (library, school trip and language trip) and parties such as Sinterklaas, Christmas and Easter. Of course your child can participate in the activities even if the contribution is not (yet) paid. For the payment of this contribution, you will receive notice from our administration

All school supplies your child needs (books, exercise books, writing and craft materials) are provided by the school. **There is one exception to this: for hygienic reasons we ask that all children bring their own headphones with which they can work on the Chromebooks and other devices** (this does not apply for the Red Tulips).



6.8 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 external 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 other parties. Ms José Welten is the external confidential advisor for the schools of Amstelwijis. 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 Amstelwijis (www.amstelwijis.nl)

Amstelwijis is a member of the Landelijke Klachtencommissie Onderwijs in Utrecht

Telephone number: 030-2809590

E-mail: info@onderwijsgeschillen.nl

Website www.onderwijsgeschillen.nl



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6.9 Privacy

At Amsteltaal we treat the privacy of our students with care. This is laid down in the privacy regulations of Amstelwijs, the board to which our school belongs. These regulations can be found at www.amstelwijs.nl, under the menu button 'parents'.

We only use personal data if it is necessary for the learning and guidance of our pupils, and for the organization necessary for this, such as, for example, the transfer to a regular school. We receive most of the data from parents (such as at school registration). In addition, teachers and support staff of the school register data about the pupils, for example in relation to tests. Sometimes special personal data are registered if this is necessary for the proper guidance of a student, such as medical data (you can think of allergies, dyslexia, ADHD, autism, etc.). Student data and their progress are stored in our (digital) administration system ParnasSys. and in our student tracking system Schoolkr8. These systems are secure and access to that data is restricted to employees of our school and the board office.

Parents have the right to see the records of and about their child(ren). If the data is incorrect, the information must be corrected. If the data stored is no longer relevant to the school, you may request that that particular data be deleted.

For the use of photos and video recordings of students for such purposes as Parro (parent platform) and the newsletter, we ask your permission. You can indicate this on the Consent Media form, which you will receive upon registration.



