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Preface

Amsteltaal is the newcomer school of Amstelveen, the foundation for public education in Amstelveen, Ouderkerk aan de Amstel and Nes aan de Amstel. In this guide we tell you what the Amsteltaal team considers important in the education of children who speak little or no Dutch. Besides all kinds of practical matters, you can read what the curriculum looks like, how student care is organized and exactly how the transfer procedure works.

This school guide is primarily intended for the parents and guardians of our students, but also for trainees and teachers in primary education and other interested parties. Would you like to know more about Amsteltaal? Then take a look at our website: www.amsteltaal.nl or drop by. You are very welcome!

Team Amsteltaal

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1. The newcomer groups

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 8 groups in a separate section with our own entrance. Our pupils come mainly from Amstelveen-zuid. Some children can walk or cycle to school, but there are also children who come by car or have to travel a bit by metro or bus.

We work with:

- one undergraduate group (the Red Tulips) for students ages 4 to 6;
- four middle school groups (the White, Turquoise, Green and Orange Tulips) for students ages 6 to 9;
- three upper school groups (the Lilac, Yellow and Blue Tulips) for students aged 9 to 12.

Almost all subjects are differentiated and from group 4 onwards, we work across groups. We aim for a maximum of 16 students per group.

Amsteltaal offers education five days a week from 8:45 am -14:15 pm. A continuous schedule is used.

The Dutch school system can be different from what parents and children are used to from their home countries. In the Netherlands, we have compulsory education from the age of 5 (until 16), but almost all children in the Netherlands attend school from the age of 4. The Dutch education system has different types of schools, based on religion or pedagogical beliefs. In general, manners in the Netherlands are quite informal, an independent (work) attitude is valued and children are encouraged to express their opinions, in a pleasant manner. Much attention is paid to social-emotional development because it is seen as the most important condition for learning. Students who show great engagement and motivation also learn more and faster. We stimulate this through regular variety of work forms in our curriculum. It is also typically Dutch that formal learning mainly takes place during school hours. After school, Dutch children are used to playing, playing sports or relaxing in other ways.





The pupils

Students at Amsteltaal come from all over the world: out of an average of 120 students, we have over 30 nationalities. These students have very diverse educational backgrounds. A large proportion are children of highly educated parents and knowledge 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 a portion of our students, Dutch is the second, third (or even fourth) language they learn.

However, we also have refugee children who, for various reasons have been denied or for a longer period of time little education, and children of migrant workers. The differences can be great; in our language policy plan we describe our student population even more specifically.



The team

In the 2024-2025 school year, the Amsteltaal team will consist of the following individuals:

Rode Tulpen: Ankie Eekman and Jiska Noortman-Kroon

Witte Tulpen: Masja Pantlin and Maartje Keulers

Turquoise Tulpen: Henny Copal and Helma Tebbertsma

Groene Tulpen: Rick Mertens

Oranje Tulpen: Rita Nawmie and Sonja Scholte

Lila Tulpen: Evelyn Visser and Angelique Bos-de Rooij

Gele Tulpen: Natasja Borgman and Bianca Pleune-Duijzer

Blauwe Tulpen: Helen O'Brien and Bianca Pleune-Duijzer

Teacher support staff: Stef Holling, Robert Palm, Angela Paulides, Amal El Bouhali, Monique van der Felz-Rempt

Gymnastics: Bob Titulaer

Principal: Simone Rossing

SEN coördinator Sanae Dahoui

Administration: Ira Elte



The teachers at Amsteltaal are all trained in the didactics of learning Dutch as a second language (NT2) by following a Post-HBO NT2 and/or by training in NT2 educational 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 Pedagogy, PABO and/or Master NT2 and students MBO educational assistant.

The board



Amsteltaal is part of the Amstelwĳs Foundation.

This foundation includes eleven schools in Amstelveen, Ouderkerk aan de Amstel and Nes aan de Amstel.

Amsteltaal endorses the vision of public education of the Amstelwĳs foundation. Everyone is welcome, regardless of belief, religion, political affiliation or origin. There is mutual respect for each other and for each other's philosophy of life or religion. We pay attention to the norms and values of Dutch society.







2. Inflow and transfer of students

Registration policy

Preschoolers

In Amstelveen, the policy is that newcomers aged 4/5 are immediately registered at a regular elementary school. The Central Information Desk (CIL) can advise and guide parents in this. The CIL can be reached at info@poamstelveen.nl or 06-82288072. The CIL also coordinates registration with language schools. For more information: www.cilamstelveen.nl.

If after some time it appears that a regular kindergarten class is not the right place for this newcomer, he or she can be registered with Amsteltaal. The specific educational needs of the child are examined and it is determined whether Amsteltaal's preschool class is the most appropriate place. The starting point is that after receiving extra support from Amsteltaal, the child should return to regular Dutch-speaking education, preferably the same school. Siblings of older children who are placed with Amsteltaal can, if there are sufficient places available, be registered directly for the preschool group.

Children 6 years and older

Newcomers aged 6 years or older should be registered with the Central Information Desk (CIL) of the Municipality of Amstelveen.

The criteria used for registration are:

- the child is 6 years of age or older and is 'ready for school', i.e. it meets the requirements to learn to read and write;
- the child lives in the municipality of Amstelveen, Ouderkerk or Nes a/d Amstel;
- the child speaks little or no Dutch;
- the child's parents intend to settle in the Netherlands for a longer period of time and want their child to attend regular Dutch-language primary education.

Some newcomers have already been exposed to the Dutch language, for example because one or both of their parents speak Dutch. Or because they have already taken Dutch lessons at the International School or another school (for example a class at an AZC). If there is any doubt as to whether Amsteltaal is the right place, a child is screened. This determines whether a child can be enrolled at Amsteltaal or whether regular education is a better fit.

The CIL offers parents help and information regarding placement at a (language) school. CIL staff can also answer parents' questions, for example about the Dutch education system and the procedure in Amstelveen. Transition to regular education, after a period at the language school, is also coordinated through CIL.



The registration and intake

After registering through the CIL, parents receive a welcome email from Amsteltaal. This mail contains an information letter (available in the five most commonly spoken languages) and the invitation for an introductory meeting and an intake interview. Parents of prospective students complete an enrollment form and a comprehensive intake form (questionnaire) in writing. With this information the teachers of Amsteltaal get a good picture of the educational history, the languages spoken at home, the child's environment, talents and other details. Parents and the child are invited for a tour and information meeting. Here a lot of practical and substantive information is given about the school, but also, for example, about after-school care, Dutch lessons for parents and the transition after Amsteltaal. All parents receive an information folder with written information about all these topics. In addition to the parent meeting, the teacher conducts an intake interview based on the information from the questionnaire. The teachers do this themselves, so that they have made the first contact with parents and have a good picture of the child in order to determine which starting tests are necessary (for middle and upper school) and to start the Individual Development Plan (IOP).

The initial situation

At intake at Amsteltaal, it is never entirely clear exactly what a student's educational needs are. Our students have diverse educational backgrounds. They come from all kinds of schools with different types of education and some students have little or no school experience.

Therefore, we try to get a picture of what each student needs within a short period of time and respond accordingly. Our education is largely tailored to the individual needs of the student.

For 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 mathematics.

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

The transfer to regular Dutch education

Transfer procedure

After an average of 39 weeks of education, our pupils move on to a Dutch-speaking (primary) school. Pupils move on to all schools within Amstelveen, Ouderkerk and Nes aan de Amstel. We also cooperate with a number of schools in neighboring municipalities. To ensure that all children have an equal chance of a place at a school close to home, we work with a strict procedure and the transfer is supervised by the CIL. It can also happen that families move (sometimes back to the country of origin) and go elsewhere to find a school.



Should a family move outside the municipality of Amstelveen, Ouderkerk aan de Amstel/ Nes aan de Amstel, CIL cannot support the search for a school. In recent years several pupils have also left for Special Primary Education (SBO) or Special Education (SO), because these pupils need long-term intensive support, broader than just support in learning the Dutch language.

Below we explain the procedure in outline:

After the student has completed 13 weeks of education at Amsteltaal, Amsteltaal will determine a **preliminary recommendation**. This determines in which grade and at what time the child can proceed to elementary school. The CIL informs the parents by email about the preliminary recommendation. This mail also contains an offer of three closest schools where there is room. The parents are requested to forward these schools to the CIL in order of preference before the said date (usually within 10 days). After the said date, the child will be given a place at the highest preference school indicated. Children of parents who have not given preferences will be allocated a place at a school based on availability.

After assigning the elementary school, the CIL informs the parents by email of the elementary school where the child has been placed. This elementary school invites the parents for further introduction and registration.

After the student has completed 26 weeks of education at Amsteltaal, Amsteltaal will convert the preliminary recommendation into the **final recommendation**, i.e., the grade and exit date, based on observations and test data. The CIL will inform parents of this by email. After this the placement and registration at the elementary school is arranged for the student. If after 26 weeks it appears that the student will enter another year at the elementary school, this may mean that there is no place at the previously assigned elementary school. In that case, the CIL will provide guidance in finding another elementary school for the child(ren).

For most students in group 1/2 at Amsteltaal, these arrangements do not apply, as they are enrolled through an elementary school and in principle also return to this school as soon as they finish at Amsteltaal.

Transition to regular groups in elementary school

In principle, the offer in the newcomer groups is based on 39 weeks of education. There are students who can leave sooner and students who receive an extension, for example because they have not reached the final goals. Before a student leaves our school, we contact the SEN Coordinator of the receiving school to ensure a good transfer. The receiving school receives the student's IOP and advice for further offerings. We actively encourage a warm transfer with the future teacher; this can also - in consultation with the receiving school - take place by telephone. After transition, our Ambulatory Language Support Officer (ATO) will supervise the transition and, if necessary, support the school intensively.

Especially for vocabulary, the student needs extra supply in the new class. It is known that growing into Dutch education requires at least five years of attention (Ruimte voor nieuwe talenten, 2017). We realize that this is not easy for the receiving teacher, as his/her NT2 expertise is often not sufficient and because it is organizationally



difficult to make time in the timetable for a student with specific needs in already large classes. For this, schools can seek help and expertise from Ambulatory Language Support Officers (ATOs). (www.ato-amstelveen.com).

Especially with older children, the gap between a second-year newcomer and a Dutch-speaking peer is large. The difference can range from about 2000 to 3000 words in a grade 3 student, but in a grade 7 student it can be as much as 7000 to 9000 words. If there is no additional provision for vocabulary in Dutch, a second-year newcomer will never have a chance to catch up. School language words are especially important! Often it may seem that a child already speaks Dutch very fluently because his daily general language skills are in good order. Cognitive academic language skills (school language words) are a lot lower.

The transfer to secondary education

Students who are twelve years or older may move on to secondary education. Futuris (Panta Rhei) has International Transition Classes in Amstelveen where NT2 offerings are given at VMBO /HAVO level. Occasionally it happens that a student goes directly from Amstelveen to VO.



3. The curriculum of Amsteltaal

Amsteltaal offers a curriculum focused on newcomer education, continuously optimized to prepare students for regular Dutch-speaking education. Case subjects are not taught separately, but are integrated into language and vocabulary education. Visual education and music are also integrated within thematic education. Because of our group-through education model, we do not offer a separate enrichment program, but students can receive instruction at a higher level. This means that students can switch between instructional groups to be challenged at their own level.

Within Amsteltaal, teams are working according to the principles of Treatment Oriented Work (HGW), which allows teams to better deal with the differences between students. The focus here is on making all students successful through differentiation in approach.

Principles of Treatment-Focused Work:

1. Students are not all treated the same; different approaches are used depending on individual needs.
2. The focus is on positive aspects and offers perspective for change. We look primarily at growth and learning outcomes and constantly ask: what does this child need from us in order to develop to his or her fullest potential?
3. Cooperation between school and parents is essential, with both parties striving for the best for the child.
4. Action-oriented Work is a cyclical process that proceeds in clear steps: observe, understand, plan, realize and evaluate.

In the following paragraphs you can read how we work with instructional groups and we explain per subject area what falls under basic support at Amsteltaal and what support we can offer extra.

Working with instructional groups

At Amsteltaal, we work cross-group because that way we can serve as many students as possible at their own level.

In seven classes we can work with:

- twenty-one level groups for technical reading;
- six level groups for spelling (including sound instruction groups);
- fourteen level groups for math.



If necessary, the teacher assistant can also take care of an extra instruction group. Thematic language and vocabulary teaching is provided in the own group to best suit the age group and group feeling.

When new pupils enter the middle or upper school group, they are assigned to the existing instructional groups. This may mean that sometimes a new pupil may not work at the right level for the first few weeks. Instructional groups are revised every three to four weeks on average. If a pupil progresses quickly, he/she can work at a higher level. And if offerings prove too difficult, a step back can be taken in consultation with the SEN coordinator.

Language and vocabulary

At Amsteltaal, we work daily on both oral and written language skills. For this purpose, we use the method Wereld vol Woorden thematically and LOGO. Here, we adopt a functional-communicative approach as much as possible. Pupils use the language they learn directly in meaningful contexts. To exchange ideas, to make something or to learn something new. We work on the basis of themes from the Wereld vol Woorden method combined with LOGO 3000 and Zien is Snappen. 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 on the same theme at the same time, which means that the entire school (including the hall and corridors) can be set up as a language-rich learning environment. Upon entering the school, pupils are therefore immediately stimulated.

Undergraduate group

The themed lessons are based on topics relevant to preschoolers. These may differ from those of middle and senior years. Here, the words from the BAK list and the LOGO 3000 materials form the basis, supplemented by words that are meaningful in the context of a (subject) lesson or current affairs.

In daily practice, this means that the preschoolers are offered a cluster or a 'discussion-board' with new words five times a week. This is done on the basis of Verhallen and Van der Nulft's Viertakt. In addition, we make the words explicit in all other activities, such as reading aloud, handicrafts, maths, preparatory writing, videos, 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.

Middle and secondary group

All thematic lessons are taught in the own group. The vocabulary is the same in all middle and senior grades, but the activities are tailored to the age of the pupils. We aim to give pupils a basic Dutch vocabulary of 2,500 to 4,000 words in one school year, depending on their age and level. In daily practice, this means that we offer thematic lessons of 90 minutes five times a week, explicitly focusing on 10 to 15 new words. In every group, this happens



using Verhallen and Van der Nulft's Viertakt. In addition, the meaningful context of the topic provides ample opportunity to hook additional words while doing and talking. Pupils 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 pupils to put the language/words they learn to immediate use, for example in a (writing) or question game.

The teachers decide on which level the activity is most suitable for which pupil on each teaching day. For example, a pupil may play a word game at a higher level one day and be offered a grammar exercise at a lower level the next day. The instruction groups also pay attention to NT2 grammar using the didactics of Zien is Snappen. Again, the starting point is that we offer grammar in a meaningful context. Ultimately, we want children to be able to make a transfer and apply what they have learned in another context. Then real learning has taken place!

The many aspects of language

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

We strive for as much linguistic interaction as possible between teacher and pupils and among pupils themselves. For this purpose, we use, for instance, pair talks, but also language-thinking conversations. By giving pupils plenty of room to speak within 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 language. The interaction in such a small group gives a lot of space to the teacher for targeted scaffolding and feedback. The pupils' mother tongues receive regular attention in the vocabulary lessons: which Dutch words are similar to words in other languages; how does a word sound in your language? We explore how to extend functional multilingual learning.

To stimulate written language production, we use language rounds, among other things. In a language round, oral and written language are an extension of each other, they enrich and support each other. Small steps are taken to arrive at a written text (middle and senior years) or language drawing. In a language round, children tell, listen, write and read aloud about things they themselves perceive, think about and experience. The child's own experience is the starting point 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, maths and reading, music and gym class, we pay explicit attention to Dutch words and encourage and help pupils to express their thoughts and ideas in Dutch. After all, everything is LANGUAGE.

Extra support

If pupils have difficulty following basic support, they are given extra practice time during vocabulary lessons on a structural basis at least twice a week with a teacher support person for repeating or pre-teaching the words offered. This is done under the guidance of a teacher, working intensively on the words offered. At home, pupils can practice extra with the software programme Logo Digitaal, which allows them to further practice the words that are practised in class.

If we notice that a pupil is not picking up the Dutch language well even after extra practice, we have a screening carried out by the speech therapist or Viertaal to get more and in-depth information about the (maternal) language development of the child.

Spelling

For several years now, we have been using the STAAL spelling method. The Staal learning line for spelling emphasises demonstration (modelling) and constant repetition of spelling categories. The teacher's instruction is the core of the method; this prevents errors as much as possible. In Amstelveen, several regular primary schools work with the Staal method, so there is often a continuous line for the pupils. Four times a week, pupils receive 25 minutes of classical spelling lessons in instructional groups of a maximum of 16 pupils.

Extra support

If a pupil has difficulty following the offer or is just more advanced, the pupil can switch instructional groups. This way, the pupil gets repetition or can be further challenged. At home, there is the possibility of extra practice on spellingoefenen.nl. When a pupil has completed the full range of offerings from the end of group 4, a separate group is formed in which instruction at group 5 level is provided. This is often provided by a teacher assistant under teacher supervision.

Reading

Sound Education

Sound education forms 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 pupils at Amsteltaal are first offered sound lessons before the lessons in technical reading start.



Every day, the pupil receives sound lessons at two times, until all sounds have been covered. This together takes about two weeks. Each sound lesson lasts about ten minutes. We practise the new sound briefly but powerfully. This is often done playfully and with lots of movement.

The teaching takes place through the NT2 didactics: from receptive, reproductive to productive. The pupils in the nursery group are offered a new sound every week, which is practised several times in a playful manner. After our range of sounds, we check whether our goals have been achieved by means of a test.

Extra support

We offer remedial sound lessons for children who are failing on some sounds. If children still have difficulties with certain sounds after the remedial lessons, we recommend a speech therapy screening so that we can provide a good tailor-made offer.

Technical reading and reading comprehension

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. This reading circuit consists of three rounds: 20 minutes of instruction, 20 minutes of using software and 20 minutes of independent work, such as a processing assignment, 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 Veilig Leren Lezen materials are used. The children who finish core 11 continue reading in reading books from *Actief leren Lezen*, with texts from *Nieuwsbegrip* or with texts created by the teachers.

Independent reading (with pleasure) is also part of the reading circuit. We have a range of reading, search, comic, picture and non-fiction books in different languages at school. The children are allowed to choose a book themselves. However, when choosing a reading book, a pupil should choose a book that suits his/her reading level.

We also encourage children to borrow books from the library or to bring books from home (in their own language).

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

The reading lessons also focus on reading comprehension. In line with *Wereld vol Woorden*, we have created a 'Reading with Comprehension' database for each theme. The texts in the database are divided into three reading levels. The database is completed by all teachers. During training, teachers learned how to be able to select texts by level.





with tables, diagrams or graphs, often requires extra attention because our students have not become familiar with these in their countries of origin.

At the start at Amsteltaal, all pupils from group 4 onwards take a Bareka test. This test helps us to get a good idea of the pupil's arithmetic level. Based on the results of the test, pupils are assigned to an instruction group at their own level. School-wide, we have room for about 14 level groups. The subject arithmetic/math is on the timetable four 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 at a regular primary school, because learning the Dutch language is our top priority. In connection with the language aspect of the lessons, the pace per lesson is also somewhat slower than in regular primary education.

In group 3, we use the Semsom method. This method pays a lot of attention to learning the language of arithmetic. We teach the language and strategies in a playful way and with a focus on understanding and movement. We spend a lot of time repeating and automating the arithmetic strategies offered. This is done by playing games in the digital environment belonging to Semsom and by playing games independently and with a teacher assistant.

From group 4 onwards, we use the maths method Getal en Ruimte Jr. This method pays a lot of attention to the linguistic aspect of maths and each lesson focuses on just one maths strategy. We apply the principles of scaffolding and intensive language support. In addition to the assignments in the maths book, additional processing material is offered where necessary. We use the digital software belonging to Getal en Ruimte jr and the adaptive arithmetic programme Rekentuin, with which the child can also practise at home at his own level. We also have a large repertoire of arithmetic games that the children can play together.

Extra support

If there is still uncertainty about a child's maths skills after taking the Bareka test, we conduct a diagnostic maths interview with them. This helps us get more information about their mathematical knowledge, understanding and use of strategies and then determine what support the pupil needs. When pupils struggle with one or two arithmetic components, we offer extra instruction in addition to basic support. This extra instruction is given by a teacher support person under the guidance of a teacher, allowing the pupil to practice extra on the parts that are not yet mastered.

Social-emotional learning and citizenship

At Amsteltaal, we pay a lot of attention to the well-being of our students. We try to ensure the safest possible pedagogical climate in our school. Newcomers are vulnerable because of the completely new context they find themselves in. Moreover, they have to learn to deal with their multiple identities (Ruimte voor nieuwe talenten, 2017).



We create safety by providing a clear daily structure and tailor-made education for pupils. This makes these pupils feel competent and valued in who and what they are. We believe that children with possible trauma also benefit from this and work from the principles of trauma-sensitive education. As teachers, we are open to cultural differences. During thematic work, we pay attention to things that might be different in the Netherlands from what the children were used to. This is not about right or wrong, but about 'different'.

Once a week, pupils receive a class lesson from the Peaceful School for Newcomers. These lessons focus specifically on social emotional development and democratic citizenship. The goal of the lesson is then repeated at various other times throughout the week. With everything we offer, we aim to ensure that our pupils can make the transition to regular Dutch education with (self)confidence and find their place in Dutch society.

Extra support

At Amsteltaal, we offer pupils who need extra social-emotional support the Rock and Water training. This training helps pupils improve their social skills and physical resilience through movement and awareness. They learn to be powerful (Rock) and flexible to move along (Water), depending on the situation.

Gymnastics

The pupils in the middle and top years have PE lessons twice a week with a specialised teacher. Wherever possible, the PE lessons also focus on vocabulary. Many words can be learned by doing!

Creative and music

Creative activities tie in as much as possible with the school-wide theme being worked on. Explicit attention is also paid to vocabulary within these lessons. For the creative lessons, we use the digital method *Laat Maar Zien*, among others, for support and inspiration.

For music lessons, Amsteltaal participates in the 'Free as a Songbird' programme. In 'Free as a Songbird', newcomer children learn the Dutch language while singing. Vocabulary, pronunciation and sound formation are woven through the lessons as a guideline. The music method links up with our vocabulary method 'Wereld vol Woorden'. The lessons have been developed in cooperation with music teachers, music therapists and language professionals. When you have a song 'in your head', you automatically repeat certain words in your mind or while singing. In this way, the children practise the language in a fun way throughout the week, promoting fluency at the same time. Funny singing exercises consciously focus on sound formation and pronunciation, because singing makes it much easier.



4. Pupil care: development and support

Tailored education

Tailored education means that every child has the right to a good education tailored to his or her qualities and abilities. This means that we strive for a learning environment in which all pupils can develop optimally, regardless of any learning difficulties, behavioural problems or other specific needs. Inclusiveness is an important principle: we ensure that all pupils can find a place at our school.

Key issues of appropriate education at our school:

1. Inclusiveness: We ensure that all pupils, including those with special needs, can find a place at our school.
2. Collaboration: We work closely with parents and carers to provide appropriate support.
3. Customisation: Our education is tailored to the individual needs of each child.
4. Support plan: In our school guide we describe how we provide appropriate education and what facilities we have.
5. Duty of care: We are responsible for providing a suitable educational place for every pupil. If Amsteltaal does not turn out to be the right place, we will search for a suitable alternative place of education together with the parents.

Development and testing

At Amsteltaal, pupils' development is closely monitored and supervised. The teacher has primary responsibility in this, with support and monitoring by the internal supervisor (SEN coordinator). If necessary, the expertise of remedial educationalists or (child) psychologists of Stichting Amstelwijs or Stichting Orion can be called in. The group size is deliberately kept small (maximum 16 pupils) in order to give sufficient individual attention. When a pupil transfers to regular Dutch education, there is always a warm transfer between the Amsteltaal teacher and the teacher at the new school. This ensures that the new teacher has sufficient information from the start to offer the pupil the right support and challenge.

Primary school (group 1/2)

The pupils in the preschool group are not tested (except for vocabulary) but are intensively observed and followed with a preschool observation system. We use the Parnassys Learning Lines for the Young Child for this purpose. Observation and adjustment is done on a daily basis. In addition, the pupil follow-up system is completed three times a year, during which new goals are set and achieved goals are evaluated. A parent meeting is held three times a year to discuss the child's progress.



Middle school/upper school

We monitor pupils closely using our digital pupil tracking system Schoolkr8. This keeps track of all pupils' data and test results. Pupils take method tests throughout the year and three times a year method-independent tests. After each test period - so at least three times a year - parents are invited to Amsteltaal for a brief discussion about their child's progress. Naturally, the teachers are open to inform parents more often about their child's development if there is a need or reason to do so.

Pupils move in and out throughout the year, so each pupil has an individual test schedule. There are no test weeks at Amsteltaal; pupils are grouped according to their intake period.

At Amsteltaal, we do not adapt tests. During the tests, we offer language support by explaining what words mean or by translating words, provided this does not affect the test answers. This approach ensures that our students understand the test questions well and receive a fair assessment of their skills, regardless of their language background. In addition, students who have only been at Amsteltaal for a short time are allowed to translate the redaction sums into their own language in method-dependent tests for arithmetic.

Minimum targets

In the newcomer groups, we work with special learning lines for newcomers. We apply the nationally used minimum targets of the ITK Haarlem and also follow their 13-26-39-week cycle. This means that our curriculum is divided into three 13-week periods, with pupils being tested after each period to measure their progress.

New pupils are linked to a learning line based on three criteria. This allows us to establish intermediate and final goals and provide the appropriate educational offer for them.

These criteria are:

1. Calendar age.
2. In which group is the pupil now?
3. (Un)Literate and (un)related literate

At Amsteltaal, we distinguish between literacy in languages that use the Latin script and other languages. Students who are familiar with the Latin script generally learn to read and spell faster in Dutch. Because a large proportion of our students develop well and achieve relatively good results, Amsteltaal has adjusted the national minimum targets upward. We continue to collect data and evaluate at the end of each school year whether to adjust our minimum targets again.



Individual Development Plan (IOP)

The IOP (student file) is started within four weeks after the start of a new student. The teacher uses the data from the intake and for the middle and upper school students data from the starting tests. The development of the junior pupils is, as indicated above, followed through observations and noted in the Pupil Curriculum in our Parnassys system. The student file is also immediately the Educational Report (OKR), which we share with the continuation school and gives them, together with a verbal explanation, a good picture of the level and needs of the student.

Pupil review and cooperation with external parties

The Amsteltaal team tries to support and follow the development of the pupils as adequately as possible. Therefore, regular consultation takes place, both internally and with external partners.

Three times a year, after each testing period, there is a student meeting in which all students are discussed. We indicate who we are concerned about, discuss how to adjust the curriculum or look for the right form of help. If necessary, we work intensively with external partners such as the educational specialist of the Amstelronde Partnership, the school doctor or speech therapists.

The management and SEN coordinator consult weekly on the support needs within the school. Important items on the agenda are student care, the use of support and teaching assistants and innovations within education.



Youth Care

Once every four weeks, the internal supervisor consults with the youth support worker about students and families in need of youth or family support. Both teachers, the internal supervisor and parents can involve the youth aid provider. The youth aid worker has an advisory role, can refer to external agencies and can set up an aid program within the school.

School doctor/nurse

The GGD school doctor/nurse performs twice-yearly ear and eye screenings for five- and six-year-olds. Upper school students are eligible for a periodic health examination (PBL). After parental consent, the findings are discussed with the guidance counselor and teacher.

Care Advisory Team (ZAT)

The ZAT meets four times a year under the leadership of the internal supervisor. Participants include the school attendance officer, youth aid worker and school nurse (sometimes the school doctor) of the GGD. The goal is to coordinate assistance for students with complex care needs. Parents' permission to discuss their child is requested in advance and they are informed afterwards about the matters discussed.



Orion Expertise Center

The Orion Expertise Center provides support and arrangements for students with intensive educational needs. They can set up a guidance program within the group and instruct the teacher in this. There is regular consultation with the consultant for appropriate education, the internal supervisor and, if necessary, the teacher. Sometimes the consultant joins the support team (OT).

Samenwerkingsverband Parent Support Centre

The Samenwerkingsverband Amstelronde offers a parent support point for parents who still have questions after discussions with school. More information is available at: <http://amstelronde.nl/oudersteunpunt>.

Support

Amstelronde Cooperation

Our school is a member of the Amstelronde cooperation. Amstelronde's mission is to offer good education to all pupils, where (educational) support and guidance is available to both pupils and teachers. The help is provided as quickly as possible, in the lightest possible form, as close to home as possible and in the most appropriate manner. The partnership promotes that we organize the support necessary to create an appropriate offer that meets the educational needs of the pupils and the support needs of the teacher. An educational specialist is linked to Amsteltaal from the Amstelronde partnership. The support route from the partnership: <https://amstelronde.nl/website/wp-content/uploads/ondersteuningsroute-liggende.pdf>

More information

If you have questions about appropriate education or support, your child's teacher is your first point of contact. If the teacher cannot answer your questions, you can contact the IB of Amsteltaal. For more information or questions about Samenwerkingsverband Amstelronde, you can also visit the website: www.amstelronde.nl or contact the Education Desk of SWV Amstelronde. You can reach them by telephone on 020-6401917 on Monday, Tuesday and Thursday between 10:00 and 15:00, or by e-mail at info@amstelronde.nl.

Support route from Amsteltaal

The support route at Amsteltaal is based on the support route of SWV Amstelronde and divided into the following four levels:

Care level 1: All students receive the basic offer. If there is short-term extra support, we call this a light intervention. This falls under the basic support.

Care level 2: If a student does not perform adequately or has difficulty with the subject matter, an analysis of his educational needs follows first. After that, a heavy intervention is applied and the extra support is needed.



After eight to 10 weeks, progress is evaluated. Upon improvement, the student returns to care level 1.

Care level 3: With insufficient or no progress, an action plan is used. After eight to ten weeks another evaluation takes place.

Care level 4: If after the intensive intervention still insufficient progress is made, if necessary the educational specialist of Samenwerkingsverband Amstelronde is called in for advice. After care level 4, the support route of the partnership follows.

What support do we provide and what support do we not?

Chapter 3 describes the basic and extra support available for each subject. Below we give an overview of the support we can and cannot offer at our school.

Support we offer:

We currently offer support for:

- NT2 (Dutch as a second language) problems;
- Mild obstacles in behavior and learning partly as a result of psychiatric disorders such as ADHD or autism spectrum disorders;
- Reading, arithmetic and spelling problems;
- Students with TOS (language development disorders);
- Complex, burdened home situations;
- Very difficult learning level (IQ >55);
- Visually impaired and/or hearing impaired students (with specialized, ambulatory guidance).

Support we are basically unable to provide*:

At this time we cannot meet the support of:

- Severe obstacles in behavior and learning partly as a result of psychiatric disorders such as severe ADHD or autism spectrum disorders.
- Students who require structural one-on-one guidance and lack sufficient skills to participate in a classroom setting.
- Blind and/or deaf students.

**Thereby we look at each case, in consultation with the partnership, what is/is not possible.*

What if a child's development is stagnating?

If a student's educational needs are unclear or there are serious problems or a disorder, the student may be reported to a support team (OT). This team consists of the education specialist, internal supervisor,



parents and teacher. Depending on the request for help, an external expert may also participate. The OT focuses on the central request for help from the school and parents, led by the internal supervisor. The education specialist plays a crucial role in determining the necessary support for the child within the Amstelronde area.

For pupils who do not achieve the minimum target goals for several subjects and for whom an OT is started, a Developmental Perspective (OPP) is drawn up. For this, all schools use the (digital) system called Tommy. This plan includes adapted learning lines and educational goals. If necessary, these students receive support from the group teacher and possibly an extra support person outside the classroom. The internal supervisor assumes a guiding and directing role in drawing up and evaluating the OPP, in collaboration with parents and teachers. The OPP is also used when external support is needed, such as by an ambulant supervisor from Viertaal.

The OT periodically evaluates whether the set developmental goals are being achieved. If necessary, the OPP is adjusted or another route is considered, such as an observation arrangement from the SBO at Amsteltaal or a placement at the S(B)O.

Safety

Schools are required by law to provide a safe environment for everyone within the school: students, teaching staff, educational support staff, parents, et cetera. Safety is enshrined in a number of laws. Our school has a safety policy that is updated annually. Twice a year we conduct a survey of middle and upper school students and all parents to monitor their (social) safety perception within and around the school. The results give us important information to see what we can improve to ensure that all students feel safe at Amsteltaal. Ms. Helen and Ms. Angela are anti-bullying coordinators. To the children we call them the 'listening teachers'; students can go to them if they have a problem.

Reporting code for child abuse and domestic violence

Amsteltaal is responsible for the safety of children and their parents. The Special Educational Needs Coordinator is a contact person and advisor for students, parents and colleagues and knows how to detect (early) and act on child abuse and domestic violence. If anyone wishes to ask questions or report (suspected) child abuse and/or domestic violence, the SEN coordinator can do so.

The reporting code is there to offer students who are experiencing violence or physical/mental abuse at home good help quickly. This reporting code is accompanied by an assessment framework. The assessment framework supports the Amsteltaal staff in deciding whether a report is necessary or whether offering and organizing help themselves is also an option.



The Child Abuse and Domestic Violence Reporting Code is included in Amsteltaal's Safety Plan. It states:

1. when reporting possible child abuse and/or domestic violence is necessary.
2. what types of unsafety there are.
3. the step-by-step plan of the reporting code. The reporting code of domestic violence and/or child abuse consists of five mandatory steps.



5. Cooperating with parents

We are committed to involving parents in the school as much as possible. We do this in the following ways:

- Teachers hold an intake meeting with parents before a new student starts.
- After the testing and observation periods of 13, 26 and 39 weeks, parents are invited to a parent meeting. If a parent would like an earlier or more frequent meeting, they are always welcome to make an additional appointment with the teacher.
- Parents are invited to attend and/or help with the joint celebrations.
- Six times a year we organize parent meetings on relevant topics.
- All parents are invited to attend a lesson in the group of their child(ren). For this they can make an appointment by mail with the teacher(s) of their child(ren).
- We ask a number of parents (with some knowledge of the Dutch or English language) to go along as an accompaniment on school trips/excursions.
- We regularly publish a newsletter, which parents receive by e-mail and which is also posted in the central hall.
- Care pupils are regularly discussed with IB (care coordinator), teacher and parents.
- We provide Dutch language lessons for parents.
- On our parents' page on the website there is information about important topics.
- Through the parent app 'Parro' parents are kept up to date on what is going on in the classroom through messages and photos.



6. Practical matters

Breaks and lunch

In the morning, all students have a short break of about 15 minutes and eat fruit brought by themselves. All children continue to eat at school at noon. We encourage healthy eating, so no prickly lemonade or candy. We also count chips and French fries as unhealthy foods that do not belong at school.

Between noon and 1 p.m., the children play outside for 20 minutes and lunch is eaten together under the supervision of the teacher. Students must bring their own lunch.

Students in the preschool group play outside for approximately 45 minutes twice a day.



Ill ... and then?

In the case of a child's illness, the parent or caregiver must call in sick by 8:25 a.m. via the Parro app. The teacher and/or school administration will keep in touch with the parent or caregiver so that timely measures can be taken if a learning delay occurs.

Teachers are also sick from time to time. In that case, an attempt is made to arrange for a replacement. However, sometimes this is not successful. 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!

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 at 8:35 each day so that there is sufficient time to enter quietly, take a look around the classrooms and, if necessary, briefly discuss or ask something with the teacher. It is very important to us that all children arrive at school on time. If a student is late for school, it is very annoying for the teacher and other students, but also for the child itself. When your child is late, this is recorded by the teacher. If a child has been late three times, the teacher will invite the parents for a meeting. If it happens five times, parents will be invited to seek an appropriate solution with the director. After seven times, Compulsory Education is called in. This applies to the entire period that the child is at our school. We hope that all of this will not be necessary and everyone will be present on time!

Birthday Treats

When your child has a birthday, your child may bring a treat. We like to see healthy treats, including for the teachers. Please keep it small!

If too many treats are brought in, one item will be chosen for treats.

What remains will be taken home.



Leave of absence

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

It may happen that parents want to go abroad outside the regular school vacations for a wedding or other important event. Parents must then consult with the principal well in advance (officially eight weeks) and fill out a form. This form and its rules can also be found on the Amsteltaal website.

Also, if your child needs to go to the dentist, doctor or hospital, you will need to discuss this. We assume that your child will only be absent if the medical appointment really cannot be rescheduled. Absence must be limited to the time needed for the visit to the doctor, dentist or hospital.

For religious holidays you can also request leave of absence. This is usually for one day and should also be requested officially.

After school care

If parents are looking for childcare for their child(ren) after school, this is possible. Amsteltaal cooperates with a number of childcare organizations in Amstelveen, where the care matches our school hours. Kinderrijk (www.kinderrijk.nl) is located in the same building as Amsteltaal. BSO Boon (www.bsobo.nl) is located at swimming pool De Meerkamp and picks 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). Enjoy Childcare is also located in Amstelveen (www.enjoythewebsite.nl). If you are interested, please contact them directly. We do want to emphasize that Amsteltaal/Amstelwijds is in no way responsible for both the organization and quality of these care organizations. For any questions and/or comments, please contact the organization in question.



Parental contribution

Education is free in the Netherlands. Nevertheless, every Dutch elementary school asks for a voluntary annual parental contribution. At Amsteltaal this is € 55.00 per pupil for the entire period that your child(ren) stays with us. From this money we pay for excursions (library, school trip and Taaltrip) and celebrations such as Sinterklaas, Christmas and Easter. Of course your child can participate in the activities even if the contribution has not (yet) been paid. For the payment of this contribution you will receive a message 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 to work on the Chromebooks and other devices (this does not apply to the Red Tulips).

Complaints

Where people work together, sometimes things go wrong. As a parent, you may be dissatisfied with a variety of issues concerning the school. Experience shows that complaints are best resolved when you contact the teacher, SEN Coordinator or principal of the school directly.

To this end, we have made the following arrangements:

1. When it comes to an event in the group, the teacher is the first point of contact.
2. If after one or several conversations you feel that what you have discussed has not been handled or settled properly, you can request a conversation with the Amsteltaal management. This also applies if you have something to discuss on a subject that has nothing to do with the teacher or group.
3. There may be incidents or problems in which the aforementioned steps have not led to the desired result. In that case, you can contact the confidential advisor (appointed by the board). The confidant's task is to provide you with procedural support and referral if necessary. Wendy Schoegje and Ingrid van Wezel of Adviespraktijk David and Van Wezel are the external confidants for the schools of Amstelwijs. They can be reached at telephone number 020-6650696 or 0655 326539 (www.david-vanwezel.nl) .
4. If, after all the preceding steps, you decide to file a formal complaint, this must be done in writing. You can read how this works in the complaints procedure. This can be found on the website of Amstelwijs: www.amstelwijs.nl.

Amstelwijs is affiliated with the National Complaints Committee for Education in Utrecht.

Telephone: 030-2809590

E-mail: info@onderwijsgeschillen.nl

Website www.onderwijsgeschillen.nl

Privacy

At Amsteltaal we treat the privacy of our students with care. This is laid down in the privacy regulations of Amstelwijis, the board to which our school belongs. These regulations can be found at www.amstelwijis.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 staff of our school and the support office.

Parents have the right to see the data from 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, parents may ask to have that specific data deleted.

For the use of photos and video recordings of students for Parro (parent platform) and the newsletter, for example, we ask parents' permission. They can indicate this on the Consent Media form, which they receive at registration.

