



P.T.O.F

**PLAN
TRIENNALE**

**TRAINING OFFER
School
Years 2019/2022**

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THE EDUCATIONAL PROPOSAL OF THE BDC SCHOOL

"Small School, Big Heart"

The BdC school is a bilingual school that combines all the best aspects of the English system with the Italian school system: from educational objectives to methodology. For this reason, the school provides a totally bilingual and bicultural teaching, in which the curriculum of the Italian school is integrated and completed by the English one. Through full competence in at least two languages and an academic preparation based on the integration of two major cultures, such as Italian and English, our desire is that each student becomes a citizen of the world with a practical understanding of diversity and the ability to appreciate the positive and negative aspects of individual cultures.

In particular we want to accompany the growth of students so that they are aware individuals, train boys and girls who know how to interact significantly with people belonging to different cultures within a plurilingual environment; enhancing Italian culture, integrating it and respecting the Anglo-Saxon one, with a view to mutual enrichment.

The school aims to provide a safe and peaceful environment where students can develop their personal and academic potential. Passion for knowledge will be stimulated, individual interests and abilities will be promoted by encouraging the development of self-discipline in an atmosphere where freedom of thought and ideas can flourish. By developing their intellectual potential, students will be encouraged to experience learning as an interesting experience, to have a curious, creative attitude and to develop critical thinking.

The school proposes itself as a place of meeting, participation and cooperation, as a space of educational commitment for the community and as a professional resource to ensure to all those who attend it the maximum possible promotion of all personal abilities. Inside the school aims to promote the sense of community through the formation of the class as a group and the promotion of cooperative ties between its members, encouragement for mutual help, collaborative learning, peer learning and groups vertical jobs with pupils of different classes and ages. Individual commitment and merit are valued and rewarded but in a relaxed and non-competitive environment, aimed at common success.

THE STORY AND THE MANAGER INSTITUTION

Building on his experiences abroad, the BdC School began with the opening of two-sided nests in the center of Milan in November 2006 in collaboration with the teaching staff of the Catholic University of Milan, and then expanded with the Preschool in English.

In 2014, following the transfer from Cinisello Balsamo to Cologno Monzese of the company Direct Line Insurance SpA, the company Bimbi della Coccinelle was responsible for opening the new nursery for children from 3 months to 3 years.

In 2017 the new office was opened in Cologno Monzese, Via Volta 16 of the English Kindergarten for children from 2 to 5 years (kindergarten in English)

All the "Bimbi della Coccinella" facilities are characterized both by the great warmth and welcome given to children and by the highly qualified and trained staff made up of educators and native English and Italian mother tongue teachers. The BdC School is

characterized by a rich educational and creative offer, also to bilingualism, great attention is paid to the care and well-being of children, to the numerical ratio by class and to the splendid after clubs: an opportunity for everyone, even for those who attend other school facilities, to learn English by playing.

Managing body:

Bimbi della Coccinella srl – Corso Vercelli 11, 20144 Milano

Owners: Maria Angela Casini, Irene Piazza Roncoroni and Giovanni Sonzogni

Managing Director: Irene Piazza Roncoroni

FROM THE PRE-K TO THE 6TH GRADE: A UNITARY PATH

The commitment of the BdC School is to promote "the full development of the human person" guaranteeing the dignity and equality of all students "without distinction of sex, identity, language, religion, political opinions, conditions personal and social" starting from the first year of life until the end of the Primary School.

In relation to the complexity of radically new ways of learning with a daily work of guidance, attentive to method, new media and multi-dimensional research, teachers discover talents and consolidate basic skills and knowledge, which are indispensable because they are the foundations, which make every possibility of learning early in life very effective. The school is committed to creating training courses at all times more responsive to the personal inclinations of the students, with a view to enhancing the peculiar aspects of the personality of each one.

The school itinerary from 1 to 11 years, while embracing three types of school (nursery, childhood and primary) each characterized by a specific educational and professional identity, is progressive and continuous. The management and the teaching body share the design of a single vertical curriculum and facilitate the connection between the various schools.

In the infancy years the school welcomes, promotes and enriches the lived experience of children in an evolutionary perspective, the educational activities offer opportunities for growth within an educational context oriented to well-being, to the questions of meaning and to the gradual development of skills related to different ages, from 1 to six years. In Primary School the didactic planning, while it continues to enhance the experiences with active educational approaches, is aimed at guiding the students along knowledge paths progressively oriented to the disciplines and to the search for connections between the different knowledge.

The annual Teaching Programming is based on choices that allow the children to achieve educational success through the acquisition of knowledge and operational skills that promote the progressive development of conceptual skills of analysis and formalization of experiences made in both languages, Italian and English.

Directions for a vertical resume

The school has implemented the new "National guidelines for the curriculum of the Nursery School and the first cycle of education" pursuant to Article 1, paragraph 4 of

Presidential Decree No. 89 of March 20, 2009 (Official Gazette No. 162 of the July 15, 2009), issued as an attachment to Ministerial Decree 254 of November 16, 2012 (Official Gazette No.30 of February 5, 2013), which, as current legislation, replace the “National Guidelines for personalized plans of educational activities in the scs. Childhood and National Guidelines for Personalized Plans in the Primary School ”(Law No. 53, March 28, 2003, Legislative Decree No. 59, February 19, 2004, Attachments ABCD) and the subsequent Indications for the curriculum for the School of Childhood and for the first cycle of education referred to in the decree of the Minister of Public Education 31 July 2007.

Regarding the English part of the program, the school refers to the latest regulations in force since September 2017: for the Kindergarten the Statutory framework for the early years foundation stage 2014, which establishes the set of requirements for the well-being, learning and development that the structures that take care of children under 5 must follow; for the Primary School the National Curriculum 2018 which establishes the statutory subjects for Key-Stage-1 (children aged between 5 and 7 years - first and second grades of Primary School) and Key-Stage-2 (children aged between between 7 and 11 years - classes 3, 4, 5 and 6 of Primary School).

BRITISH COUNCIL: evaluation and training

The British Council is appointed by the Government of the United Kingdom as the main operator for cultural relations with other countries in the educational, cultural and technical fields. It is based in 109 countries, with 220 libraries and resource centers and organizes English language courses in 127 centers. For 60 years in Italy it has been the official British body for the implementation of the Cultural Agreement between Italy and the United Kingdom. The trainers who collaborate with the school have all the certifications issued by the University of Cambridge. As the principal British body responsible for promoting cultural relations, the British Council is strongly committed to equal opportunities and diversity in the seven main areas: age, disability, ethnicity, gender, religion / belief. The main goal of the collaboration with the school is to train all the teachers supporting them with theories, methodologies and teaching techniques in the context of the Italian school with bilingual orientation. Every year the training contract is renewed and the updating, verification and evaluation meetings are planned.

ORGANIZATION AND DUTIES

Scholastic and didactic manager

The management of the school is entrusted to Dr. Ornella Rotundo who, after having taught for thirty years in Milanese primary private schools, took up this position in September 2018. She carries out tasks of management, organization and coordination. It promotes the development of human resources and deals with the training and assessment of teaching staff. Evaluate and verify schedules and maintain relationships with families.

Staff of the Executive

1. Prof. Raffaella Semah (assistant vicar)

The professor has teaching duties in English in grade one and two classes. She supports the head teacher in drafting the English curriculum and in relations with Cambridge and the British Council. She supports the work of the manager, replacing her in case of absence for the control of the institute regulation by the students, teachers and families.

2. Prof. Oscar

The professor has teaching duties in Italian in grade one and two classes. Montessori teacher brings his experience to the teaching board to enrich the methods used in the school. He supports the head teacher in drafting the Italian curriculum and in relations with the MIUR. It supports the work of the manager, replacing him in case of absence for the control of the institute regulation by the students, teachers and families.

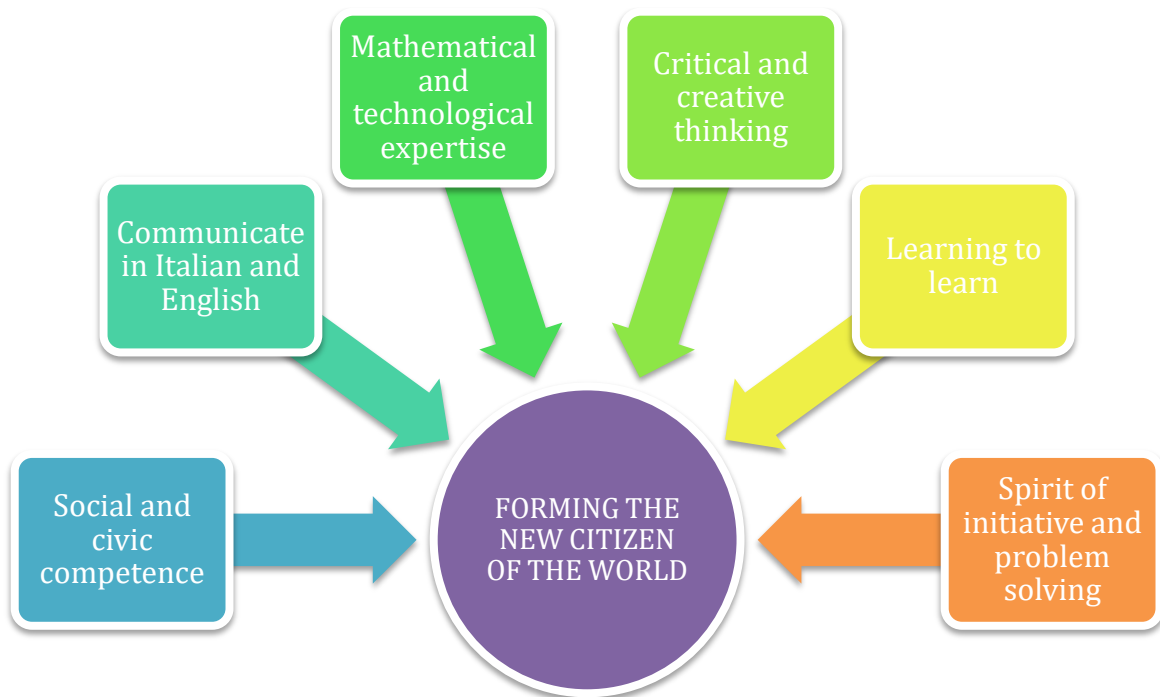
The teaching staff is completed by professors Beatrice Maffei, Valeria, Valentina, Martina, and they are entrusted with specific projects to strengthen the educational offer in English.

Digital animator and administrative secretary

Dr. Arianna Borraccino is a valid collaborator both for the administrative aspects and for the digital animation. Promotes internal training on PNSD issues. Checks that your personal data is safeguarded and keeps your privacy in mind. She manages all the social networks of the school, the site and the e-mail address of the secretariat (the main tool for dealing with families). Collaborates and supports the work of the DSGA and the head teacher.

Director of General Administrative Services

Dr. Irene Piazza Roncoroni supervises with general autonomy the administrative-accounting general services and takes care of the organization by carrying out functions of coordination, promotion of activities and verification of the ATA staff placed under her direct dependencies. She collaborates in the organization of these activities in the context of the directives of the head teacher. School security officer promotes training sessions for all staff.



The purpose of the Primary School is the acquisition of the fundamental knowledge and skills to develop the basic cultural skills in the perspective of the full development of the person.

To achieve these goals the school contributes with other institutions to the removal of every obstacle, to provide easier access for pupils with disabilities, to the prevention of evasion of compulsory schooling, to the enhancement of talent and to the improvement of the quality of the education system.

In this perspective, the school assumes substantially five characteristics:

- ❖ ☐ **cultural literacy**, ie the acquisition by students of all types of language and a first level of mastery of knowledge and skills;
- ☐ the knowledge and investigation methods that are activated by pupils, since knowledge is strongly connected to the experiences already made by children, so the school must not propose abstract knowledge, but integrate the two dimensions of knowledge, that is knowledge with experience, doing with acting;
- ❖ **social integration in favor of all children**, ie the school is committed to removing all the obstacles that effectively prevent the full development of the child's personality (Article 3 of the Constitution), promoting active civil coexistence and the affirmation of values positive of man;
- ❖ **Ethics**, the school is an opportunity for everyone to share, in a constant manner, values such as respect, collaboration, participation, commitment and solidarity, in close connection with the family;
- ❖ **Integral formation**, the school teaches "the alphabet of the affective integration of the personality", in view of the realization of a positive and realistic self-image.
- ❖

To cope with the aforementioned purposes, our Institute is constantly engaged in training and updating its teachers. The comparison and sharing of educational realities are the vehicle through which the BdC School is constantly attentive to the needs of each individual student and to the new generations.

Continuity from the Infant School

The continuity of the Primary School with the Infant School is an important goal because it follows the growth phases of each child with great attention to specific peculiarities both for their talents and for their needs.

The child is accepted into grade one at the age of five, taking into account both the educational path he has taken in the Infant School and the development of the family's supported personality. This is achieved above all by enhancing certain aspects of the nursery school's way of working, without removing the specificity of learning from Primary School: in the early years drawing and play are still a privileged instrument through which the learning.

In the disciplinary and didactic field, the connection between teachers of the Primary School and the Infant School determines the definition of the curriculum. During the last year of the Infant School regular meetings are held between the teachers to communicate the path taken by the classes, as a program and goals achieved, and by the students individually.

During the year, three plenary meetings are held to share the educational proposal and the organization of the school.

The curriculum and the evaluation

Scholastic planning is the activity of the teachers preparing the educational itinerary of the students, according to the curriculum. The educational programming is the responsibility of the teaching body which, at the beginning of the year, is called to set the guidelines for the interventions to be implemented.

The educational activities and the school life as a whole are aimed primarily at achieving the elementary disciplinary skills, understood as the ability to use the knowledge and basic skills both in school situations and in different contexts of personal and social reality.

These skills contribute to the development of other skills, more general, which characterize the person capable of facing reality in its complexity with confidence and curiosity. Both educational activities and convivial, social and public moments offered by the school contribute to the formation of these skills.

In order to monitor the development of these skills, the teaching body has identified some indicators, which are progressively pursued and evaluated by all teachers collegially. At the end of the 6th grade class, each student is given a skills certificate whose model is ministerial.

The choices regarding the contents and methods of the teaching of the individual disciplines and of the disciplinary areas, presented below, are determined by the statute

of the disciplines and by the expected educational objectives, in the name of a real personalization of the teaching, taking into account the national indications for the curriculum of the nursery school and the first cycle of education, issued by the Ministry of Public Education in September 2012, to which reference is made for the details of the specific learning objectives and for the goals of competences. For the objectives of the English language, see the Cambridge guidelines for the Primary School.

It starts from the analysis of the territorial context, a reference framework for appropriate choices; it then goes on to define the objectives, articulated in learning units, with the consequent choice of the most appropriate contents, within the various disciplines. Then the methodological choices are established, which represent the cornerstone around which all teaching activity will revolve.

An educational program designed in this way requires a subsequent specification of all the concrete and real activities to be carried out day by day in the classroom. The itinerary is the same but with different meanings: analysis of the starting situation, ie ascertainment of the prerequisites (what the student already knows or knows how to do); the objectives will be specific and not generic; the programming is called to set specific learning units for each subject.

At this point the most appropriate methodologies are chosen, exercise of the constitutionally sanctioned freedom of teaching, in order to reach the goals, set by the Guidelines.

The next step concerns means and tools, that is teaching aids and different materials to be used and, finally, we pass to identify criteria and tools for verifying the various learning units, as well as the intermediate and final evaluation; it will always be a continuous and formative evaluation, which will have the sole purpose of keeping the entire learning process under control, guaranteeing any changes and corrections in progress.

The BdC School, in defining its training proposal, proceeds to a careful examination of the starting situation of the students and their needs, of the human, professional and instrumental resources of the school and of the opportunities offered by the territory in terms of structures and educational agencies. The educational paths, supported by a large number of additional and supplementary activities, are set up in such a way as to encourage children to have a mental work of creativity and skills that can be spent in other contexts. The curriculum is defined by paths that adhere to the concrete needs of the students, with a view to inclusive teaching, in which the linear programming models are replaced by reticular models with objectives related to each other, functional to research experiences, characterized by precise checks and checks.

LINGUISTIC AREA

Italian

Language plays a fundamental role, not only in its specific disciplinary aspect, but as a necessary transversal element in all cognitive areas and, more broadly, in the general development of human personality.

The learning of the Italian language takes place in a gradual and specific way: it is not the result of a technique, but the result of a systematic work of use of the language and reflection on it.

In the first two years priority is given to the development of a correct instrumental ability, both in writing and in reading, starting from an adequate capacity to name and tell personal and shared experiences.

In learning to read and write, the phonemic-syllabic method is preferred, safeguarding the significant relationship between the word and what it refers to.

The reflection of the language takes place immediately in the learning of writing and reading: this happens through the use and naming of the word and the gradual acquisition of the orthographic rules.

In the following years the communicative function of the language was consolidated, which focused in particular on development

of textuality, which is aroused and deepened also through the proposal of a significant literature as a model of imitation (classic fairy tales, descriptions, etc ...).

Creative writing is an opportunity given to children to grow in awareness of their abilities and to put the linguistic abilities at stake into play.

The consolidation of reading skills increases the interest, fosters understanding and enriches the vocabulary.

To educate to the taste for narrative, in the whole course is fundamental the reading from the teacher, the

careful selection of textbooks and the organization of specific moments, such as the class library.

English

Through the bilingual project, children are continually exposed in a natural way to the English language, accelerating their learning, also introducing also the curricular subjects in such language as Science, Geography, Mathematics and Geometry.

The objectives that the teacher will have to ask are:

1. The development of a specialized lexicon;
2. The use of a new context of linguistic structures already learned
3. The use of original material in English.
4. The development of specialized skills in English that can be spent in a professional experience both in Italy and abroad.

In this way, learning the language and content goes through a real learning by doing: learning the language by using it and using the language while learning with a crossover mode that seems to increase students' motivation to learn itself.

The approach to language is based on a process in which listening constitutes the first cognitive level, follows the understanding and assimilation, up to production. With the coordination of the English teacher, meaningful communicative situations are structured adhering to the psychology and life of the children, which through the acquisition of the language, come into contact also with characteristics and values of a culture different from that to which they belong.

The methodology used therefore provides for individual activity with specific material, but necessarily includes numerous collective moments of relationship and communication to allow oral expressive activity (production of dialogues, dramatizations, songs), audio listening and video watching activities. Subsequently the

children also begin to write, gradually understanding also phonetic and grammatical rules, however always functional to a spontaneous and direct use of the foreign language. It is important that the pupils participate in the English lesson in a collaborative way and that during the teaching activity they have room to express their ideas, also in English to compare themselves with the classmates and the teacher, receiving, when possible, clear signs of improvement and its own training path.

The BdC School is a pro-Montessori school, for the mathematical and scientific area it makes use of some of the tools proposed by the Montessori method and the programming of the history disciplines - geography and science makes use of cosmic education that gives unity to the teachings and closer to the reality experienced by children.

LOGICAL-MATHEMATICAL AREA

The learning of mathematics in Primary School takes place through operational involvement in direct experiences with which it is possible to observe, describe, reason, plan and solve.

In the first two years, a fundamental work of classification, relationship and correspondence of objects and animals known to the child and verification of spatial prerequisites is initially addressed. Through problematic situations, the additive structure (addition and subtraction) and the positional value of the figures are tackled and consolidated.

The approach to the mathematical world consists in the manipulation of structured material (rules, abacus, etc.) and unstructured (everyday objects) to learn to read, write and know how to use numbers.

Over the years, with the same active methodology, the child is required to face increasingly complex arithmetic and geometric concepts that require more articulated logical, computational, symbolic and formal strategies.

New technologies and Coding

The conscious use of information and communication technologies (ICT) has for years been a concrete support for the cultural, educational and professional innovation of the school, in which the training paths overcome simple "literacy" techniques, to be linked to the construction aspects with activities aimed at discovering, reinventing and organizing knowledge, allowing students to re-examine their way of thinking and reworking knowledge, to design and create, providing them with new opportunities for the development of creativity, of elasticity mentality and learning.

The multimedia laboratory thus represents a segment transversal to the various disciplines, used as an alternative support and method in the learning process and acquisition of new skills, allowing an active and collaborative participation in the field of communication with respect to traditional standards.

Coding The course foresees the realization of a series of activities (different for children aged 5/6, who are learning to write, and children aged 6/7 who are already able to write) to introduce the fundamental concepts of computational and computer language thinking. For the lessons we will follow the traces provided by the Ministry with the "Program the

future" initiative. The children, divided into small groups, the students will learn the 4 fundamental phases of computational thinking.

SCIENTIFIC, GEOGRAPHIC AND HISTORICAL AREA

Cosmic education

Up to about six years, children are interested above all in themselves and in the physical space that surrounds them, while in the following age children turn into an individual projected outwards, they pose moral questions, spiritual, sustained and animated intellectuals from a great imaginative power: through cosmic education, our educational project offers answers to these questions.

This area includes everything that is part of the grandiose spectacle of the world, with its geological, biological and anthropological evolution. History, as a story of people, civilizations and cultures, penetrates intimately with geography, the study of places, of their characteristics and transformations and with the sciences, fascinating tool of knowledge of the laws that govern our universe. The child gradually becomes aware of the importance of human action, in time and space, feeling himself "a citizen of the universe". It is an approach that sees the cosmos as a complex intertwining of interdependent factors, determining for one another, in a positive ecological spirit and, today more than ever, today.

Children sometimes work freely, but at other times the teacher calls them around him to hold a "great lesson". It presents a specific topic of history, geography or science in a precise and exhaustive way, but with a remarkably evocative spirit, exploiting the imaginative potential of children to fascinate them.

Created a climate of interest and curiosity, it offers various materials to be used as a free job, so that everyone, independently, can actively build their knowledge. The child, using models, reproductions, classification grids, learns proceeding from the most general concepts, up to the details. They progressively acquire an ever-increasing amount of information that they know how to organize with scientific criteria, an indispensable tool to enrich their knowledge in a profitable way.

ARTISTIC - EXPRESSIVE AREA

Music

Sound and music education, followed by a specialist teacher two hours a week per class, has the main objective of developing the perceptive capacity of sound reality, providing the basic tools to enjoy the various sound languages - music.

The different activities (listening, vocal and instrumental production) constitute a concrete experience that involves the whole body: the ear listens, the body interprets through movement, the hand produces instrumental sounds, the voice reproduces what with the ear was perceived and the eye reads the music writing code.

The operational project includes listening to songs of various kinds, choral songs, use of simple rhythmic and melodic instruments, introduction to the knowledge of musical genres, research activity, also individual. Above all, we want to promote choral singing as a daily gesture, since it is an activity of considerable educational and didactic significance.

Art: the search for beauty

The search for "beauty", artistic awareness are themes around which the teaching activity of our school will unfold, also proposed by a specialist teacher for two hours per week for each class. Beauty becomes a way of approaching knowledge; the sense of wonder and amazement in the face of "something beautiful" will allow us to fully understand what is contemplated, the reality of things and people, to recognize the emotions and feelings that the experience of beauty is able to arouse in the small ones.

Beauty understood as a real form of aesthetic intelligence represents a resource to enrich knowledge in the progressive research and construction of one's own identity, with a livelier contact with emotions and with a greater ability to deal with relationships with others, with knowledge of major and profound life

Over the years, the ocular-manual skills are enhanced and refined with the use of various materials (clay, polystyrene, fabrics, different types of paper, recycled materials, ...) and the expressive abilities with the experimentation of different execution techniques of the drawing (tempera, oil and wax crayons, china, graphite drawing e charcoal, collage, ...). In addition, lessons related to the reading of some works of art by known authors are promoted, in order to solicit children for creative and personal reworking.

Physical education

During the Primary School, the work is aimed at the development of the fundamental motor patterns (running, jumping, pulling, etc.) also through the use of gymnastic equipment (ball, bricks, etc.), to the development of balance, of the fine coordination (aiming) and basic conditional capabilities (strength, speed and resistance).

Participating in simple team games and sports games develops collaboration, socialization and the ability to act according to the rules.

Physical activity is carried out by specialist teachers for two hours a week.

In the second quarter, an hour of motor training is replaced by the Swimming project at the pool of the Municipality of Cologno Monzese.

The teaching staff

In our school every class has a teacher because in primary school the form of the adult child relationship that corresponds to him and elementary knowledge is the class teacher. Its function, confirmed by the function of the tutor, is to be a constant point of reference at a relational and emotional level, a fundamental and synthetic factor of the approach to knowledge, a sign and instrument of unity of the class and of the work that takes place in

it, a concrete and authoritative expression of that educational context that is the school in its together. The class teacher is the one who implements the curricular offer proposed and collaborates with the other master of English or Italian language so that the learning path is in both languages.

In the activities there are several master specialists who have the task of helping the child to grow in all its dimensions and to deepen competences, in the disciplinary areas, which we consider fundamental for human growth and for the scholastic journey.

Their interventions in the classroom are prepared, carried out and evaluated in the light of the principle of a value order and, therefore, of hierarchy and unity. The presence of the professionally competent specialists is a value because it allows children to meet greater human wealth, people who testify to the variety and validity of the educational hypothesis.

Work in some classes is also enriched by the presence of some support teachers who carry out a fundamental mediation and support action for children with disabilities and for integration and sharing of educational activities for the whole class.

The teaching staff is presided over by the didactic coordinator, by the class teachers, by the specialist co-teachers for support, music education, physical activity, language English. They intervene by offering specific collaboration with specialist teachers for after-school services, for recovery and, in the form of co-presence, for multimedia activities.

The extracurricular activities are carried out both by school teachers and by other qualified external personnel.

Rating

To better integrate the curriculum, the fundamental learning objectives of both curriculum, Italian and English, have been associated in a new evaluation system specifically designed to record, monitor and account more effectively for the continuous development of each student. Through informal observation, systematic observations and survey grids, children's learning processes are evaluated and, based on the quality of their responses, educational and didactic proposals are rebalanced.

The evaluation is of an educational nature, it does not sanction, nor does it punish:

- it is useful for teachers to understand how to change or integrate the syllabus proposal in relation to the learning objectives and skills development goals;
- it serves pupils to monitor progress, to focus on positive commitments and efforts in order to achieve learning goals and goals for maturing and developing personalities.

The school:

- makes a preliminary evaluation to know the entry situation of each child and, based on these results, the curricular path is prepared, also in relation to each child's potential and needs;
- carries out ongoing evaluations to monitor the progress of class and laboratory activities and students' answers and identify the interventions necessary to overcome any problems;
- evaluates at the end of each quarter in order to ascertain the results achieved and attest the acquired skills;

- evaluates, based on observational criteria, in addition to the outcomes, the progress made with reference to the starting situation, as well as the degree of participation, interest-motivation and personal autonomy, the commitment shown and the student's behavior.

This evaluation system is the best tool to identify, reinforce and support the planning, teaching and the consequent learning necessary to maximize the potential of each student.

Evaluation of the activity for teachers

The Academic Board is the privileged area of evaluation and verification of the education programme proposal and its implementation in the individual classes.

The evaluation that takes place in the Teaching Committee is intended to make the teacher more aware of his/her educational position, to deepen a professional competence, to bring out the methodological value inherent in the experience of each class.

The evaluation that takes place in the Teaching Board and in the relationship with the Director also serves for the teacher to evaluate his/her own work, correct it if necessary, change it according to needs, launching approaches and strategies and offering new opportunities for experiences.

Evaluation of the school

The evaluation of the school, intended as conformity and coherence with the cultural ideal and the experience that the school proposes and lives, is the responsibility of the Management Body.

The real quality of the proposal and the human and cultural growth of the children are verified in the first place by the families that therefore become the first promoters of school.

INCLUSION

Individualization and personalization of the training path

Respect for the differences that characterize and enrich our classes calls for a non-standardized educational intervention on the part of the school, in order to offer educational opportunities to each individual in relation to his/her needs and peculiarities. Claparede advocated "a tailor-made school", while Don Milani asserted that "one cannot make equal parts among unequal ones".

The focus of concern is the pupil with his/her peculiarities, potential and shortcomings, specific attitudes and expectations; this focus marks the passage from a standard to a specific teaching for each pupil.

It is therefore necessary to privilege a flexible curricular organization, allowing for interdisciplinarity and for methods of investigation of languages.

By "**individualization**" we mean an educational intervention capable of recognizing and enhancing diversity, identifying the most effective teaching strategies for each student, as guaranteed by our Constitution (Article 3).

"Personalization" goes beyond individualisation, since it does not only concern the methodology, timing and organizational strategies; it is a veritable adjustment of the whole educational intervention to the peculiarities and training needs of each individual. Promoted by the National Guidelines, it is decisive especially for the B.E.S., for pupils with specific educational needs, such as the disabled or the SLD.

Equal opportunities for disabled and SLD pupils.

The school is open to any student and able to accompany situations of handicap or SLD. in accordance with law 104/92.

The different methodologies adopted in our Primary School allow each child to be followed individually in order to promote a balanced growth consistent with his or her rhythms; this attention is also directed to students with disability or SLD.

The boy / girl will be followed with care and attention with the support of the learning support teacher identified and chosen in agreement with the family without feeling different or differentiated from his / her classmates; the class teacher and the learning support teacher will be able to motivate and stimulate him/her, enabling him/her to exploit his/her inner resources and guiding him/her to achieve the best results for his/her personal fulfillment.

The school does not certify the status of a pupil with special educational needs; however, it can assess whether the pupil needs a personalized educational plan, because the forms of personalization designed for all students are not considered sufficient.

The Class Committee

or the teaching team in charge must develop a PDP for pupils with special educational needs

Addressed to:

- students awaiting diagnosis by the ASL (Local Health Centre);
- students awaiting SLD certification.

The inclusion procedures and methods of the training offer plan implement:

- Programmatic commitment for inclusion that must encompass the methods for:
 - Detection of needs analysis;
 - Methods of managing curricular teaching;
 - Organization of school times and spaces;
 - Relations between teachers, pupils and families.
- Functional use of the professional resources available;
- Commitment to try to prevent the difficulties that each student may encounter in his/her schooling, gathering all the necessary information and establishing collaborative relationships with families;
- Planning by the Teaching Body and the Class Committee of recovery projects, both during the curricular lessons and extra-curricularly, if required;
- Promotion, where necessary, of training activities for teaching staff and projects in co.operation with the local authorities.

EXTRACURRICULAR ACTIVITIES

These activities are characterized by their harmony with the curricular offer, while not adding essential elements to the didactic proposal. The in-depth studies are therefore linked to the common path of the classes and are diversified, aiming to consolidate knowledge already acquired through school work. Participation is free and aims to make the journey in its overall growth more personal. These activities are open to all families in the area

The following activities shall be carried out during the 2019/2020 school year:

Music classes, psychomotor education, psychomotor education through circus labs, judo, English, coding, tennis. Furthermore, in October 2019 there will also be a playroom service on Saturday mornings with games and activities also in English.

ENHANCEMENT OF THE EDUCATIONAL OFFER

Project "Welcome"

This project stems from the need to welcome and gradually integrate new students into the school environment and to allow for the peaceful reintegration of all other students after the summer break, creating an engaging environmental, emotional and social context that allows children to acquire self-confidence and from which springs the motivation to learn.

The Project aims to achieve the following goals: to encourage the inclusion of children by activating a motivating training process, which enables them to acquire confidence in themselves and in others; feel good at school in a serene and stimulating atmosphere of communication, cooperation and respect among the pupils and between the pupil and the teacher; promote the development of the child's personality while respecting the individual, social and cultural diversity of each; prevent the difficulties and discomforts of going through the different levels of basic schooling.

All the activities, especially in the first period, will have a playful character: however the game will not be an end in itself, but aimed at creating dynamic-relational opportunities, a positive and serene social climate, which will help the child to observe the surrounding reality, to experiment, to learn and to grow.

Operational strategies will be put in place that favor expressive activities (graphic, playful, ...) of the group, aimed at promoting socialization and the expression of one's own emotions and needs, in a socially recognized, shared and accepted context

Reading project: a world of books

As a bilingual school, we have been committed for years to enhancing and raising awareness of cross-culture exchange at school, we aim to join the Project of the international network of schools associated with UNESCO, which acts as a teaching container for the encounter between children and the cultures and traditions of other countries.

The underlying theme of the project are stories and stories; as tools for discovery and research, the books will accompany children in developing a sense of self and the other, the ability to listen and narrate while also offering the possibility of getting to know the world in its cross-cultural aspects.

Fairy-tales, traditional and non-traditional stories will be an opportunity to deepen the values of acceptance, solidarity and selflessness, essential for the development of the social and civic skills of the individual child.

The stories and narrations will be proposed by the teachers both in Italian and in English.

Swimming project

Aquatic education and learning to swim are recognized as important factors in personality development.

Swimming activity helps physical development by promoting prevention and correction of postural disorders and paramorphisms; the harmonious development of the whole body without the risk of excessive strain and musculoskeletal damage.

Periodically, children are observed and assessed individually, taking into account the starting situation, the commitment shown and the progress related to the goals set. The children will be accompanied by their class teachers who will follow the lessons in the pool also supporting the development of personal autonomy.

Guided Tours and Education Trips

BdC Primary School recognizes the educational worth of educational trips and guided visits both in terms of improving dialogue and relationship between teachers and students and between the students themselves.

In this perspective, our school believes that these initiatives should be part of the normal course of the lessons:

- ❖ as a source of enrichment and completion, on a tangible and actual level, of the acquired notions;
- ❖ as a starting point for reflection on cultural content and reality analysis;
- ❖ as an extension of one's cultural baggage

For all classes there shall also be educational outings for theatrical performances, including in a foreign language, calibrated on the age of the children, visits to historical or naturalistic museums and interactive workshops.

These experiences are preceded by activities aimed at introducing the topic and are followed by in-depth activities, which constitute the appropriate completion and consolidation.

There shall be at least three educational outings per year: one at the beginning, to support the welcoming project and foster the relationship between pupils and teachers; one mid-year linked to the design of the learning units of the disciplines addressed; the last shall be a more sporty and naturalistic outing in May.

English language certifications

Within the curricular hours, the pupils of the classes are offered the possibility of a preparation course for international English language certification, choosing UCLES (University of Cambridge Examination Syndicate) as certifying body; in Milan the exams for these certifications are held by the British Council. The exam for the children is YLE (Young Learners English) at Starters level, corresponding to level A1 of the Common European Framework of Reference.

Vegetable Garden Project

A vegetable garden has been built in the garden of the school where children have the possibility to grow and take care of the plants and vegetables, coming directly in contact with the multiple phases of biological life and the passing of the seasons.

RELATIONS WITH FAMILIES

For us, school / family co-operation is a fundamental point in school life. We want to build an educational alliance with parents focused on constant relationships that recognize each other's roles and that support each other in common educational purposes. The quality of relations between the school and the family profoundly affects the students' academic success and the level of their performance. Only through a close collaboration between school and family can each child be fully understood in his individuality and helped in his specific learning needs. Families are invited to take an active part in school life by attending meetings and personal interviews.

RELATIONS WITH THE TERRITORY AND STRUCTURE

The school is located in Cologno Monzese in via Volta, 16 in an easily accessible area of offices and residential areas, well connected to the city center and all other neighborhoods, thanks also to the Cologno Centro green line underground stop. It is located on the ground floor and first floor of a company center owned by Generali Assicurazione. The school has carried out the daily teaching of bilingualism since nursery and kindergarten since its inception, giving rise to cultural exchanges with various foreign bodies and institutions.

Over the years it has increased the number of students and the curriculum subjects are carried out by a prevalent teacher, together with the teachers of English Language, Technology and Computer Science, of music, art, motor and, where required, of the teacher's aide.

There is a constant interest in promoting relations with the local reality and the implementation of initiatives carried out in the territory, in particular with the local council, the library, the parishes, the neighborhood associations. Public events and communication of the scholastic proposal are favored, through the participation of the children and their families.

STRUCTURE

It takes up two areas of the ground floor, one next to staircase G where the Primary School is located, one next to staircase E where the Nursery and the Kindergarten are located. In 2020 another wing of the Primary School will open on the first floor of staircase G.

Each structure has a small gym and a large equipped garden.

Safety Provisions and Documents to evidence

Documents to evidence necessary permissions:

- For children aged 1 to 3 years old: **CPE (Comunicazione Preventiva d'Esercizio) - 10.12.2014 – N. PROTOCOLLO 40084 - CPE (Comunicazione Preventiva d'Esercizio) – 23.05.2018 – N. 2018/0025671**
- For children over 3 years of age: Prot. N. 0040956/2017 - TRASMISSIONE SEGNALAZIONE CERTIFICATA DI INIZIO ATTIVITÀ (S.C.I.A. MOD.A) N. SUAP/2017/642/PE – DIT

For Safety provisions:

REPORT ON THE ASSESSMENT OF RISKS FOR HEALTH SAFETY ON WORKPLACES

Legislative Decree 9 April 2008, No. 81 and subsequent amendments.

OPEN CONSULTATION ON REQUEST

TIME AND CALENDAR

With respect to the different time modulations foreseen by the regulatory framework, we have chosen to offer a timetable that allows parents to leave their children at school every afternoon. The weekly number of hours provided for by the Law is managed partly with the methods of free work and partly with the methods of collective work, in addition to the weekly hours of workshops, the specific hours of our School's English classes for a total of 40 hours per week. The school is open five days a week (Monday to Friday) and students are welcomed from 8:00 am to 8:30 am; the exit is scheduled from 3.45 pm to 4.00 pm. Lunch break is from 12.00 to 1.00; the children themselves take care of setting and clearing the table, and after the meal they have some play time, if possible spent in the garden, before resuming school activities until 2.00 pm.

Example of weekly timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
8,15/9:00	WELCOME AND CIRCLE TIME	WELCOME AND CIRCLE TIME	WELCOME AND CIRCLE TIME	WELCOME AND CIRCLE TIME	WELCOME AND CIRCLE TIME
9:00/9:45	Italian	English	Italian	English	Italian
9:45/10:30	Matematica	Maths	Matematica	Maths	Matematica
10:30/10:45	BREAK	BREAK	BREAK	BREAK	BREAK

10:45/11:30	Music	Science	Music	Art	IT
11:30/12:15	Gym	Science	Gym	Art	Drama
12:15 /13:45	LUNCH E FREE TIME	LUNCH E FREE TIME	LUNCH E FREE TIME	LUNCH E FREE TIME	LUNCH E FREE TIME
13:45/14:45	Geography	Storia	Geography	Storia Ed. civica	Group Reading Activities
14:45/15:45	Group Reading Activities	Group Reading Activities	Group Reading Activities	Group Reading Activities	Golden Time
15:45/16:00	Exit	Exit	Exit	Exit	Exit

After-school activities

It is an optional service available every day from 4.00 pm to 6.30pm

The children of different classes are gathered in a classroom, with two teachers, one English and one Italian, where various activities are performed: reading, group games, creative activities, including in English.

After-school exit times are:

Paths to help study in small groups are proposed for particular needs.

At the end of the year (end of June) a Summer Camp summer center is offered to families for the entire month of July, for the last weeks of August and the first week of September.

2019/2020 School Calendar

9 September: Start of the School Year

Friday, November 1, 2019: closure for the Day of the Dead

From Monday 23 to Friday 27 December 2019: Christmas break closure

Monday 30 and Tuesday 31 December 2019: Opening Hours 8:00-17:00

Wednesday 1 January 2020: New Year's closure

Thursday 2 and Friday 3 January 2020: Opening Hours 8: 00-17: 00

Monday 6 January 2020: Epiphany closure

Thursday 27 and Friday 28 February 2020: Carnival closure

From Friday 10 April and Monday 13 April 2020: Easter closure

Friday 1 May 2020: Labor Day closure

Monday 1 June and Tuesday 2 June 2020: Republic Day closure

Friday 19 June 2020: Professional Development closure - updating of the teaching board

Friday 26 June 2020: end of school year 3.45 pm

From Monday 29 June to Friday 31 July 2020: Summer Camps

From 3 to 22 August 2020: Summer / August 15 closure

From Monday 24 August to 4 September 2020: Summer Camps

Improvement plan. The following priorities have been identified by the Faculty Board of each individual school level: Increasing awareness and sharing of the curriculum of each grade of school, favoring the realization of the principles of BdC School. Increasing sharing by area, classes and sections of tests and common assessments during the year and final assessments; improving, also through the advice of experts, data analysis and school's organizational strategies; making teachers more and more aware of their function and contribution, also through the evaluation and comparison with external consultants; increasing the disciplinary research and common area work among teachers and taking care of didactic innovation; encouraging the qualified participation of a greater number of parents in the school community and in educational sharing; increasing projects and sharing with institutions, foundations and institutional subjects present in the territory. All the aforementioned activities favor, step by step, the positive opening to learning with the guidance of a teacher, the personal verification of contents, the acquisition of skills and, finally, the development of a critical personality capable of adequately addressing possible limits and complications. The care of the path of each student, the correspondence of aims and methods, the overall organization and an effective teaching can consolidate the precision, control and verification of the acquired skills, also in order to achieve long-term / remote goals, where it was deemed necessary.

INTERNAL REGULATION

Foreword

The regulation complies with the principles and rules of the “Statute of the Students”, issued with the DPR June 24th 1998 n. 249, with the changes introduced by Presidential Decree 21 November 2007, n. 235 of the Regulation of the Autonomy of School Institutions. Issued with the DPR 8 March 1999 n.275 of Presidential Decree 10 October 1996, n. 567 and its amendments and integrations.

Every member of the school undertakes to comply with this regulation, which according to institutional practice is adopted by the School Council and is therefore binding. It is an educational tool defining the correct reference relational and procedural rules, which becomes an index of awareness and responsible participation in school life.

Art.1 - School Hours

The educational activities for the Primary School are carried out according to the following schedule:

- from 08.30 to 4.00 pm from Monday to Friday
- a pre-school service from 7:30 am and a time extension service until 6:30 pm are available

Art. 2 - Entry and exit of pupils

The teachers are present at school from 8:00 am, the parents accompany the children to the entrance and greet them. Admission is expected up to 8:30 am. Families requiring to take the children after 8:30 am you must phone the Administration Office.

At the end of the school hours, parents wait for the children outside the school building, children are accompanied by their teachers according to established shifts.

The school offers families a certain margin of flexibility on entry and exit hours, however for pedagogical reasons we invite everyone to keep to a regular schedule and to be punctual. Families requiring to pick up the children before the established exit times can do so by giving prior notice to the Administration Office or with a note in the student's diary.

For security reasons, staying at school after the end of classes is not allowed and it returning to the classroom to recover forgotten items is forbidden.

Art. 3 - Access to the school building

Access to the school building, except for the Administration Office, during class hours is allowed only with prior authorization from the Management or its delegate.

Art. 4 - Organization of the Administration Office and interviews with the Head teacher

The Administration Office is open from Monday to Friday from 08.30 to 17:00. The head teacher is available for interviews with the families with prior appointment to be fixed in the office.

Art. 5 - Accidents

In the event of an accident or conditions of significant illness of the child, the school shall inform the family, who may be asked to take the child home in cases that cannot be managed independently by the School.

Art. 6 - Health

The school shall inform parents about the opportunity to remove their child from school in case of: fever, diarrhea, vomiting, lice, conjunctivitis, noticeable malaise.

Art. 7 - Absences

In case of absence due to illness or for family reasons, the parents are requested to inform the Administration by e-mail or phone.

Art. 7 - Supply

Before the beginning of the school year, each family is e-mailed a list stating the supply to be brought to school within the first few days.

Art. 8 - Toys and personal items

For educational reasons, children should not bring toys or personal items to school. Parents should therefore make sure that this does not happen. Should this happen during the first weeks of attendance, the teachers will invite the children to leave such items in a special container placed in the corridor

Art. 9 - Food

The school uses a catering service that is controlled by the ASL (Local Health Authority) and adopts HACCP procedures as required by the relevant legislation. The seasonal

menu is sent by e-mail to the families and is hung on the message boards in the corridors and in the classes. During the day there is a collective moment dedicated to snacking, where a snack table with fruit is set up.

Anyone who has allergies, medical complaints or wishes a special diet for ethical or religious reasons must provide an updated medical certificate or written request signed by both parents.

For safety reasons, it is forbidden to give children any unpackaged food or food that does not contain the detailed list of ingredients.

Art. 10 - Participation of families in school life and teachers/parents interviews

The various members of the school and the Collegial Bodies must favor the parental participation in school life. In order to encourage the educational interaction the school organizes:

- individual interviews
- class meetings

. Meetings with the psychologist

- "Open School" days in which parents can visit the classes, attend presentations and receive information from teachers about their children's materials and work activities.

At the beginning of the year the School shall provide provide a calendar of the first collective meetings and of parents/teachers' interview times. Individual meetings with teachers can be fixed through the student's diary.

Art. 13 - Disciplinary regulations

The disciplinary measures have the aim of guaranteeing a serene and civil cohabitation within the school community, which in any case the school ensures first and foremost through the daily training of the children.

The main disciplinary offenses considered are:

- a) significantly inadequate behavior with classmates and / or teachers both in the classroom, during the breaks and during the activities organized by the school (eg educational tours, trips, etc.);
- b) dangerous behavior for themselves and / or others both in the classroom and during the breaks and during the activities organized by the school (eg educational outings, trips, etc.);
- c) voluntary damage caused to school facilities;
- d) ascertained theft of didactic / school supply and / or of items belonging to other students;
- e) physically or verbally violent behavior towards the other pupils and / or school staff;

The sanctions shall be proportionate to the gravity of the disciplinary infringement, inspired by the principle of graduality and shall take into account the personal situation of the student as well as the degree of repetition of the incorrect behaviour ascertained.

The disciplinary sanctions shall be applied progressively as follows, taking into consideration that written communications represent a serious reminder to the student, in order to ask for the effective collaboration of families:

- a) with a verbal warning in class by the teacher;
- b) with a verbal warning from the Headmistress;
- c) with a first written communication from the Headmistress to the family;
- d) with a second written communication from the Headmistress to the family and the resulting suspension of a day from lessons.
- g) with the final expulsion from the school.

CO-RESPONSIBILITY PACT

According to the school regulations in force (DPR 235/2007 art.3) each school is called to draft a document whose main purpose is to actively involve the School, staff and families to make values, objectives, methodologies and contents a common horizon for the whole school community. The Co-responsibility Pact therefore expresses adherence to the values of the Educational Project emphasizing responsibility, sharing and collaboration for each member and component.

The School in all its forms undertakes to:

- structure the overall organization in a manner appropriate to the regulations in force and functional to the application of the Italian / English bilingualism method according to the guidelines of the Educational Offer Plan;
- find adequately trained personnel according to the methodology offered by the school and to ensure that it is constantly updated;
- provide personnel with all the necessary support, both of a didactic and organizational nature;
- maintain spaces and furnishings with an adequate level of cleaning and maintenance so that the environment is always welcoming and safe;
- make school activities accessible and transparent through timely and personalized communication to families;
- be available to listen to children, families and teachers, always offering anyone skills, professionalism and flexibility without penalizing the general school organization;
- inform students and families about the rules, regulations and decisions that govern school life;
- warn the family of any problematic situations that may negatively affect the student's learning and behavior, in order to foster collaboration in dealing with and solving any problems together.

All teachers of the School, according to shared methods and criteria, undertake to apply the founding principles of the method conjugated to Italian bilingualism / English and in particular to:

- enhance each child by supporting and accompanying him/her on his/her personal path of growth, paying particular attention to his/her state of well-being, tranquility and motivation;
- managing the organization of spaces through rules that guarantee all children freedom of choice and respect for the times;
- deepen with a constant updating course;
- work in a team with colleagues considering that every child present within the school community belongs to the entire community and not to one single group;

- monitor children's safety;
- carry out the Program dictated by the MIUR and by Cambridge.

Families of children enrolled in the School undertake to:

- view the school's training proposal and share it;
- educate children to self-respect and care and organize them for regular school attendance in healthy conditions;
- trust and respect the various school components;
- support the growth path of children, enhancing their achievements and their journey towards autonomy and the organization of time;
- help children understand and respect the ideas and needs of others and find solutions to overcome conflicts;
- communicate with the school and / or teachers whenever it is considered useful, using the appropriate channels, avoiding however as much as possible to disturb the work of the school community;
- promptly inform the school of any problems in the pupil that may have repercussions on the pupil's school performance and on his/her relationships with other pupils;
- make the children understand the importance of the rules and their respect for the peaceful progress of common life, as well as of the consequences related to their violation;
- pay attention to school / family communications;
- comply with the regulations and the organization of the School.

The Headmistress undertakes to:

- ensure that all the members comply with the co-responsibility agreement.

The parties guarantee compliance with this Agreement by signing this document, for the purpose of active and real cooperation. The Agreement shall be valid for the entire duration of enrollment and attendance at the student's school, unless a new signature is required in the event of amendment and / or integration of the text.

This document, prepared by the Teaching Committee on 5 September 2019, was approved by the Managing Body on 27 September 2019.