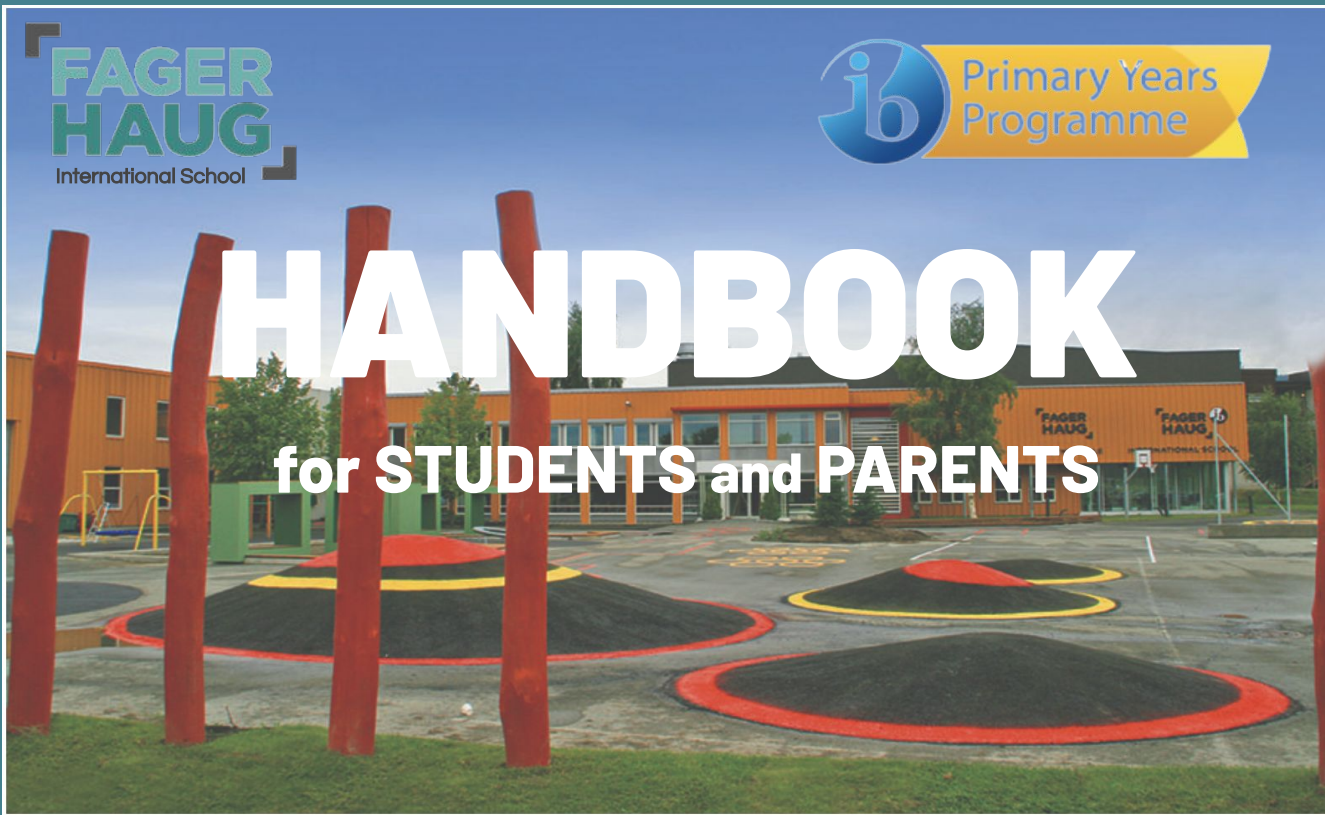




Primary Years
Programme

HANDBOOK

for STUDENTS and PARENTS





IB Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Fagerhaug International School (FINT)

Mission

Our mission at Fagerhaug International School is to strive for academic excellence with personal integrity to develop internationally minded students.

We challenge ourselves, our students and our community to become caring and knowledgeable lifelong learners who inquire and take action to create a better world.

Vision

CARING: We prioritize being a school that is a safe environment where students feel valued and respected.

INTEGRITY: Doing what is right, even if no one knows, is a foundational quality for our students inside and outside of school.

EXCELLENCE: Committing to an attitude of excellence every day gives students the opportunity to attain the success they desire.

About FINT

- Fagerhaug International School opened its doors in August 2013, becoming the first international school in Northern Trondelag. It started with 11 students and has increased its population to 130 at the start of the 2021/2022.
- For the first five years, the school was located within the scenic town of Skatval. FINT is a part of the Fagerhaug Education Center which also houses Fagerhaug Christian School. In August 2018, together with Fagerhaug Christian School, FINT moved to its new location in Stjørdal.
- As the desire for the international schools in the area continues to grow, we are currently accepting additional students to grade levels 1-10. Some classes have waiting lists, so please contact the school for more information.
- At FINT, we recognize the talents and needs of all students. We encourage learning through challenging and engaging teaching in reading, mathematics and interdisciplinary subjects. The medium of instruction is English and Norwegian. Students are taught in Norwegian, in line with the requirements and goals of the Norwegian curriculum (Kunnskapsløftet).



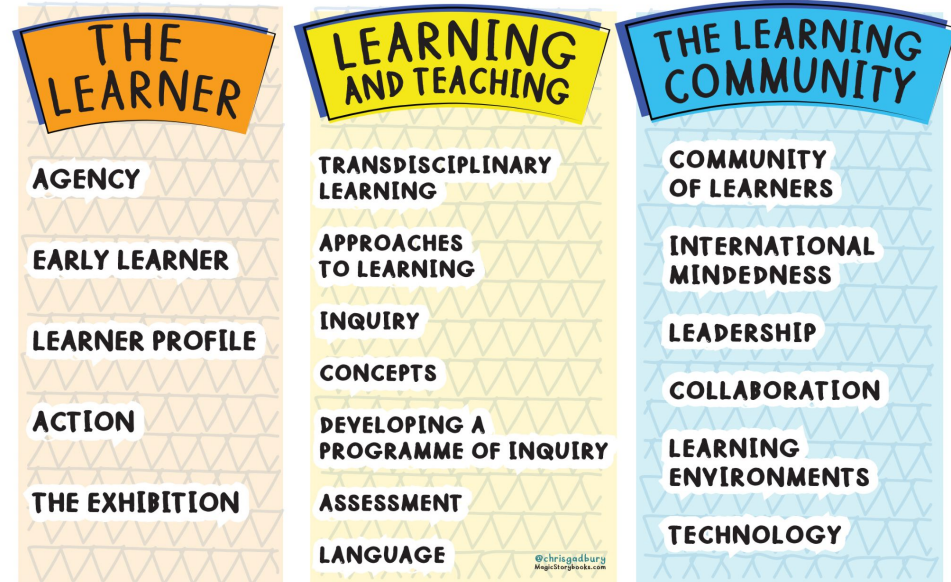
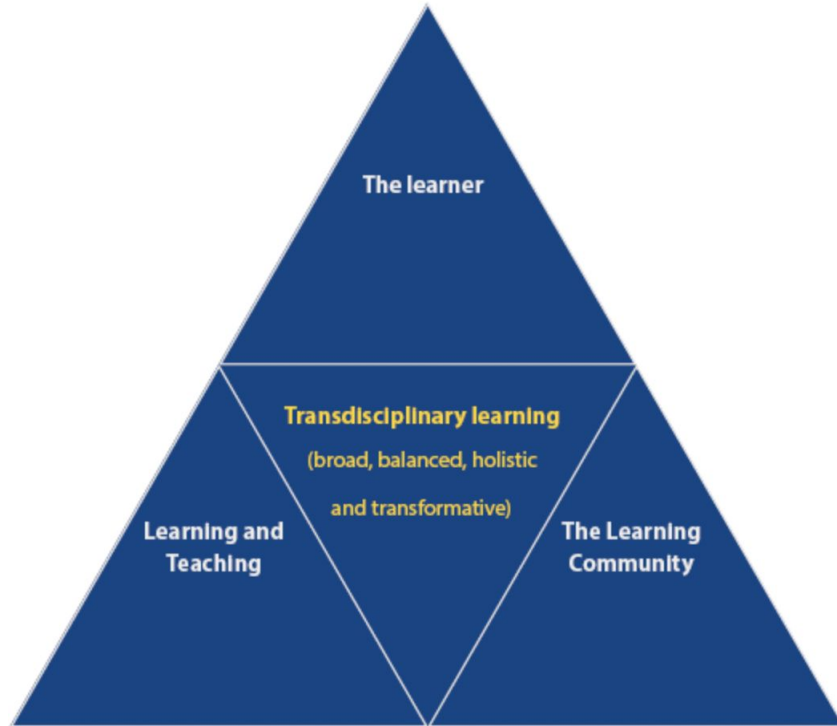
What is the PYP?

The PYP prepares students to become active, caring, lifelong learners who demonstrate respect for themselves and others and have the capacity to participate in the world around them. It focuses on the development of the whole child as an inquirer, both within and beyond the classroom.



The Pillars of the PYP Curriculum Framework

The PYP curriculum framework supports the symbiotic relationship between the learner, learning and teaching and the learning community. Together, the PYP framework and elements within it contribute to a learning experience that is transdisciplinary.






The LEARNER



What is learning?

The learner describes the outcomes for individual students and the outcomes they seek for themselves.



IB learners strive to be:

Inquirers: They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable: They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers: They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators: They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled: They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded: They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring: They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers: They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced: They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective: They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

LEARNER PROFILE



AGENCY

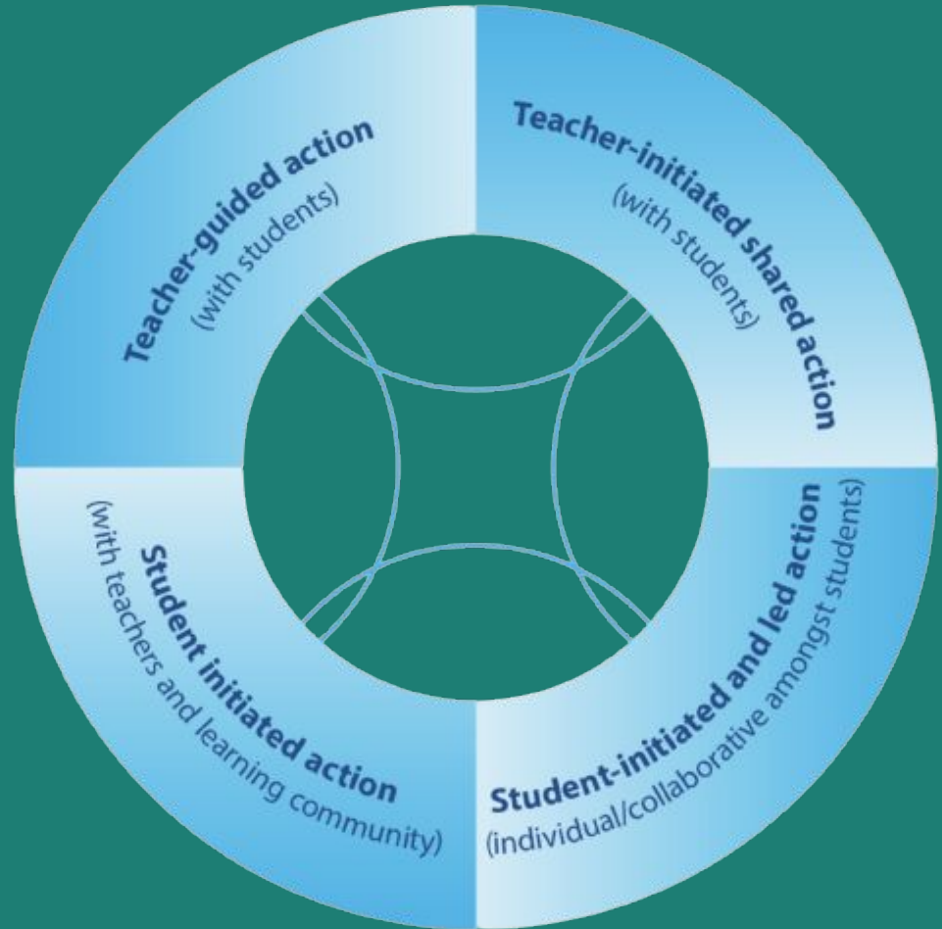


At Fagerhaug International School . . .

- **Students** take initiative, express interest and wonderings, make choices and are aware of their learning goals. They are actively engaged, and monitor and adjust their learning as needed. Students offer feedback to others and consult on decisions that affect them. In school, students take responsibility for their learning and collaborate with teachers and other students to plan, present and assess learning needs.
- **Teachers** recognize students' capabilities through listening, respecting and responding to their ideas. They make thoughtful considerations and decisions with an emphasis on relationships, dialogue and respect for one another.

ACTION

In the PYP, it is believed that education must extend beyond the intellectual to include not only socially responsible attitudes but also thoughtful and appropriate action. An explicit expectation of the PYP is that successful inquiry will lead to responsible action, initiated by the student as a result of the learning process. This action will extend the student's learning, or it may have a wider social impact, and will clearly look different within each age range. FINT meets the challenge of offering all learners the opportunity and the power to choose to act; to decide on their actions; and to reflect on these actions in order to make a difference in and to the world.



PARTICIPATION	ADVOCACY	SOCIAL JUSTICE	SOCIAL ENTREPRENEURSHIP	LIFESTYLE CHOICES
Being actively involved in the learning community and showing commitment to contributing as individuals and as members of a group.	Taking action individually or collectively to publicly support positive social, environmental or political change.	Taking action for positive change relating to human rights, equality and equity. Being concerned with the advantages and disadvantages within society, and with social well-being and justice for all.	Supporting positive social change through responding to the needs of local, national and global communities; applying prior knowledge and skills to identify and address challenges and opportunities in innovative, resourceful and sustainable ways.	Making positive lifestyle changes in response to learning.
<p>Examples include:</p> <ul style="list-style-type: none"> making appropriate choices and taking responsibility for personal learning and actions working collaboratively with teachers and peers to plan, present, reflect upon, adjust and contribute to collective action contributing to discussions and learning experiences raising awareness of opportunities for taking action with peers and/or family getting involved in class, school and community projects being aware of democratic processes and taking part in decision-making representing a collective voice in class or school meetings. 	<p>Examples include:</p> <ul style="list-style-type: none"> supporting peers in the learning community sharing ideas with others, for example, peers, school leadership, local or global community organizations presenting reasoned arguments on behalf of others taking on the role of student representative at class, school, local community level and beyond initiating, or being part of, a campaign for positive change. 	<p>Examples include:</p> <ul style="list-style-type: none"> exploring issues of fairness from different perspectives challenging assumptions and generalizations being aware of, and inquiring further into, challenges and opportunities in the local and global community volunteering in response to community needs reflecting on experiences involving positive social change reflecting on the ethical consequences of potential decisions and actions. 	<p>Examples include:</p> <ul style="list-style-type: none"> designing, planning and developing models and solutions to address identified issues initiating and maintaining projects that have a positive impact on the learning community (for example, peer tutoring and mentoring, recycling systems, garden club, walking-to-school route maps, starting and running an initiative) connecting with businesses, organizations and other community partners to support local and global projects and initiatives 	<p>Examples include:</p> <ul style="list-style-type: none"> considering and acting on factors that contribute to personal, social and physical health and well-being taking responsibility for interactions and relationships with others reflecting on the impact of personal choices on local and global environments engaging in responsible and sustainable consumption (for example, making informed decisions surrounding food, energy, water, materials usage). addressing issues surrounding consumer activism (for example, reflecting on corporate responsibility, product safety, workers rights, ethics)

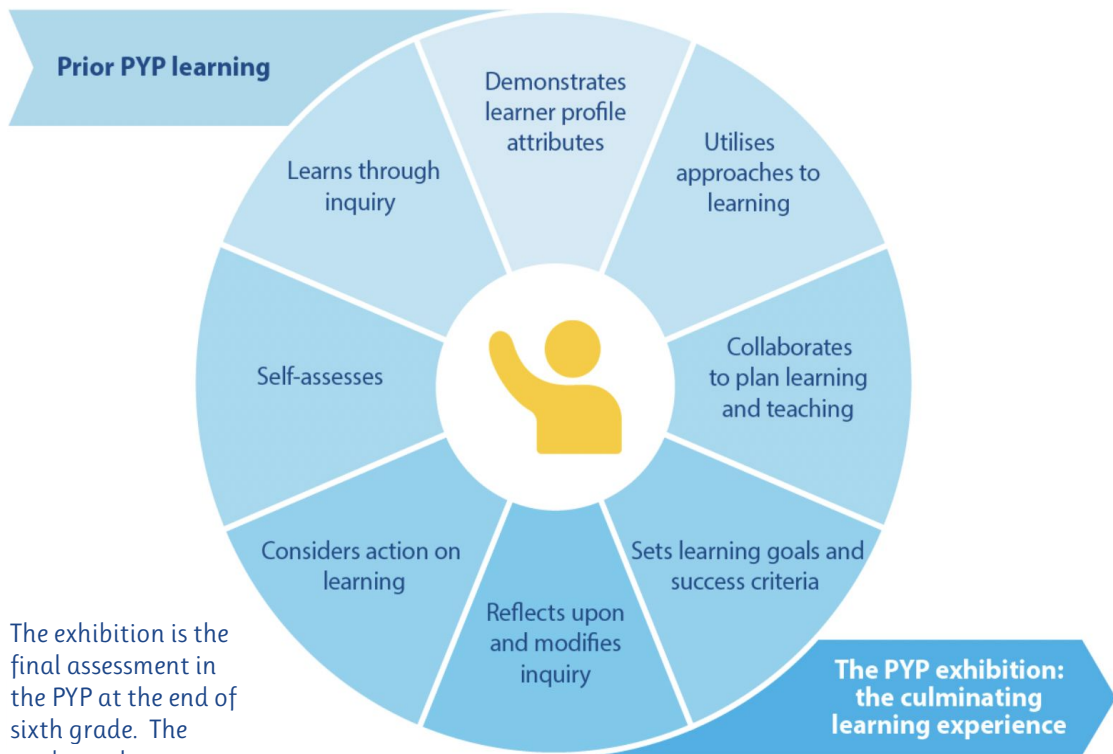


PYP & MYP
in ACTION

DECEMBER DRIVE 2020



The EXHIBITION




The exhibition is the final assessment in the PYP at the end of sixth grade. The students showcase their learning from their time in the PYP.

The key purposes of the PYP exhibition are:

- for students to engage in an in-depth, collaborative inquiry
- to provide students with an opportunity to demonstrate agency and responsibility for their learning
- to provide students with an opportunity to demonstrate the attributes of the learner profile in authentic contexts
- to provide students with an opportunity to explore multiple perspectives
- to provide an authentic process for students to monitor, document and present their learning
- to provide students with an opportunity to synthesize and apply their learning
- for students to take action as a result of their learning
- to unite the students, teachers and other members of the learning community in a collaborative experience
- to provide an authentic context for students to reflect on their PYP education
- to support the well-being of students by celebrating their transition to the next stages of their education
- to provide an authentic task for the community to evaluate its implementation of the PYP
- to provide students with an opportunity to engage with the broader learning community and celebrate their achievements.



LEARNING and TEACHING



How best to support learners?

Learning and teaching articulates the distinctive
features of learning and teaching.



TRANSDISCIPLINARY

Transdisciplinarity transcends subjects. It begins and ends with a problem, an issue or a theme. Students' interests and questions form the heart of transdisciplinary learning. It is a curriculum-organizing approach where human commonalities rise to the top without regard for subject boundaries. Subjects become an instrument/tool/resource to explore a theme, problem or concept in depth. The result is a different or new organizing framework (Beane 1997; Klein 2006). (Principles to Practice, 2019)



Key elements are:

- knowledge
- conceptual understandings
- skills
- dispositions
- action

These are developed through six themes and supported by six subjects.

*See Appendix 1: Programme of Inquiry

TRANSDISCIPLINARY THEMES

Together, the **transdisciplinary model** and the **transdisciplinary themes** enable students and teachers to intentionally and contextually put knowledge to work in important ways for students which is:

- to focus on personal and social significance
- to unify learning in all its aspects

(by Dewey and Dewey, 1915)

The transdisciplinary themes and the transdisciplinary approach promote learning as - authentic and engaging, deep, cohesive, connected, relevant and current.

Who we are

Inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

How the world works

Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

Where we are in place and time

Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.

How we organize ourselves

Inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

How we express ourselves

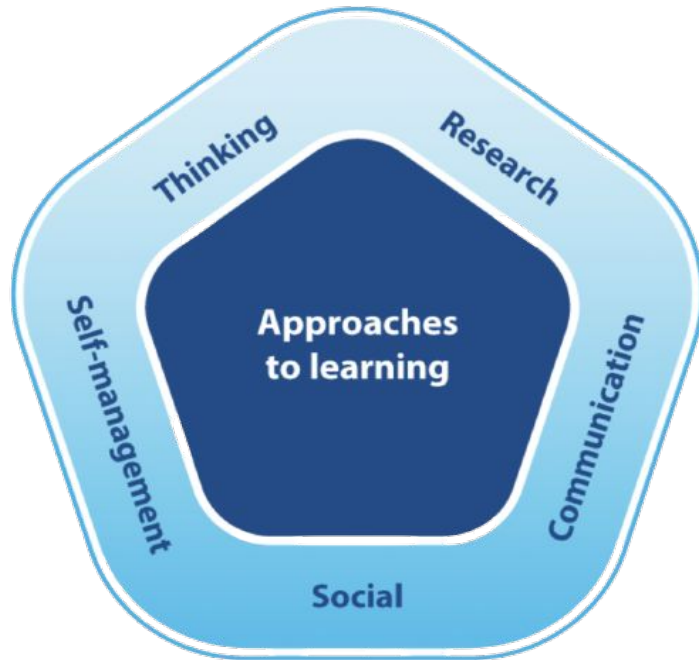
Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

Sharing the planet

Inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.

Approaches To Learning (ATL)

Beyond the skills of literacy and numeracy, there is a range of interrelated approaches to learning that are transferable across contexts. These skills support purposeful inquiry and set the foundations for lifelong learning. The five interrelated approaches to learning are:



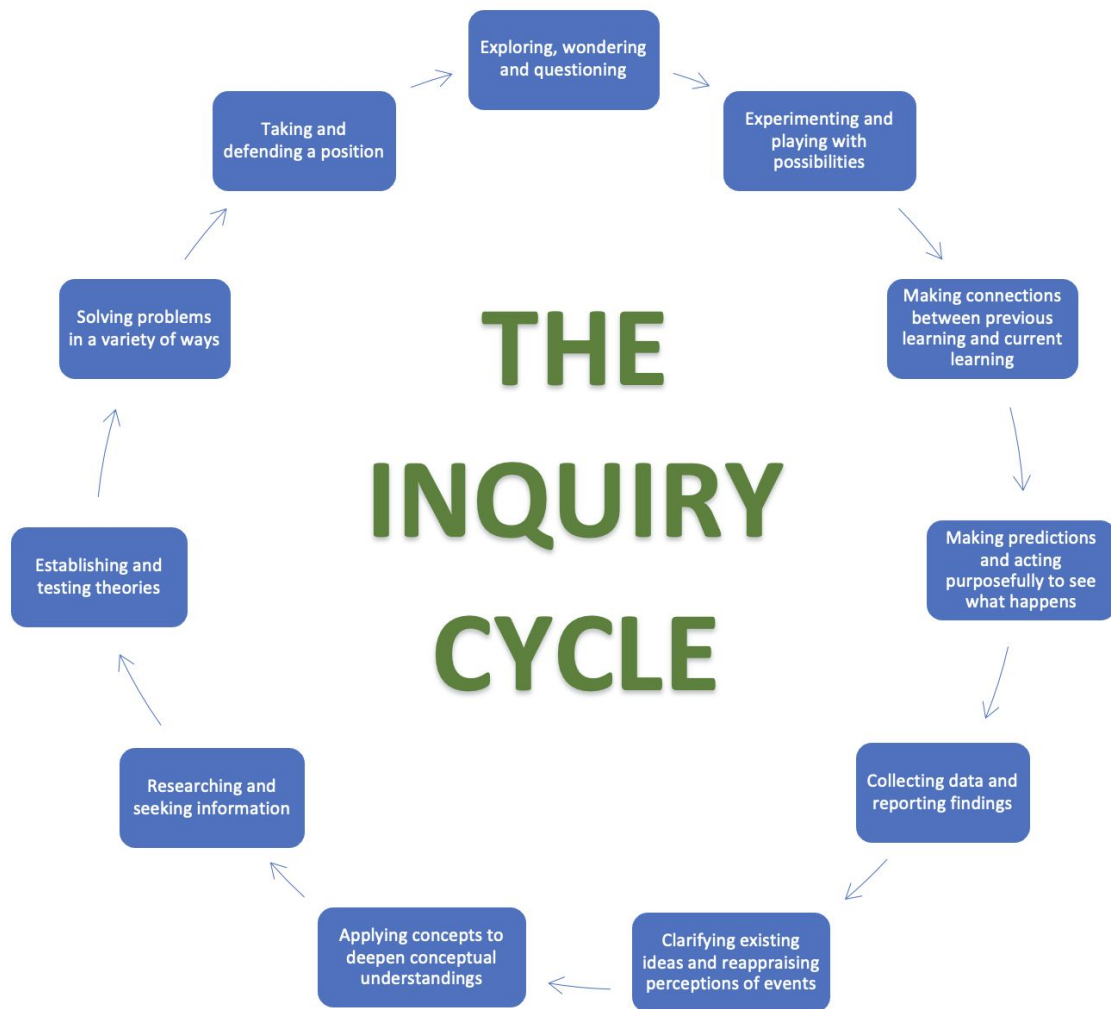
By combining ATL and the attributes of the learner profile, PYP students become self-regulated learners. Self-regulated learners are agents of their own learning. They know how to:

- set learning goals
- ask open-ended questions
- generate motivation and perseverance
- reflect on achievement
- try out different learning processes
- self-assess as they learn
- adjust their learning processes where necessary

(Zimmerman and Schunk 2001; de Bruin et al. 2012; Wolters 2011).

INQUIRY

Inquiry is the primary teaching methodology of the Primary Years Programme. An inquiry-based approach enables learners to "draw forth" and to become inquirers and lifelong learners. Questions are at the heart of the inquiry process. Inquiry comes from exploring and being interested in the world.



Through the **inquiry process**, students develop and sustain positive relationships with peers, teachers and others in the learning community in a spirit of active engagement. They also strive to make meaningful connections with environments, ideas, materials and concepts. Students acquire knowledge, build conceptual understandings and develop skills through inquiry by:

Are curious and engage in learning	Are resourceful and resilient	Learn independently and collaborate with others	Pose and pursue open-ended questions	Use the learning community as a resource	Reflect on learning
Select materials to support investigations	Collect and analyse data as a result of inquiry questions	Inquiry students		Use observation as a vital tool in learning	Build, communicate, test, and adapt theories
Engage in critical and creative thinking	Develop skills for inquiry and research			Consider opportunities to develop learner profile attributes	Make deliberate links between knowledge discovered and conceptual understandings
Transfer understandings across contexts and subjects	Represent and share understandings in meaningful and significant ways	Seek new perspectives	Take action	See learning as joyful and learn with enthusiasm	Sustain love for lifelong learning.

KEY CONCEPTS

PYP is a concept-driven, not content-driven, curriculum. We believe education for the understanding of significant ideas that can be transferred from situation to situation to help students construct meaning, not just memorizing isolated content. Concepts are presented in the units of inquiry in the form of key questions that lead the inquiry.

	Definition	Related Concepts
FORM What is it like?	The understanding that everything has a form with recognizable features that can be observed, identified, described and categorized.	properties, structure, similarities, differences, pattern
FUNCTION How does it work?	The understanding that everything has a purpose, a role or a way of behaving that can be investigated.	behaviour, communication, pattern, role, systems
CAUSATION Why is it like it is?	The understanding that things do not just happen, that there are causal relationships at work, and that actions have consequences.	consequences, sequences, pattern, impact
CHANGE How is it changing?	The understanding that change is the process of movement from one state to another. It is universal and inevitable.	adaptation, growth, cycles, sequences, transformation
CONNECTION How is it connected to other things?	The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.	systems, relationships, networks, homeostasis, interdependence
PERSPECTIVE What are the points of view?	The understanding that knowledge is moderated by perspectives; different perspectives lead to different interpretations, understandings and findings; perspectives may be individual, group, cultural or disciplinary.	subjectivity, truth, beliefs, opinion, prejudice
RESPONSIBILITY What is our responsibility?	The understanding that people make choices based on their understanding, and the actions they take as a result do make a difference.	rights, citizenship, values, justice, initiative

ASSESSMENT

The primary aim of assessment at FINT is to support and promote lifelong learning that encourages all students and teachers to be active, reflective thinkers who demonstrate the IB Learner Profile attributes. We believe that assessment is an integral part of our growth, and a rigorous and ongoing process which acts as a mechanism of feedback to inform instruction and enhance learning.

The PYP approach to assessment gives the students a vital role in the assessment process and engages the teachers in considering assessment as fit for purpose. Effective PYP assessment practice holistically integrates *assessment for*, *assessment of* and *assessment as learning* (Harlen, Johnson 2014) to support effective learning and teaching.

PYP assessment has four dimensions: **MONITORING**, **DOCUMENTING**, **MEASURING** and **REPORTING** on learning. Each of these aspects has its own function, but all aim to provide evidence to inform learning and teaching.



"There are no year level expectations in a series of achievement standards. No one is at, on, above or below expectations. Every student is simply at a level of development defined by what learning is developmentally appropriate." - Griffin, 2009

Monitoring

Monitoring of learning aims to check the progress of learning against personal learning goals and success criteria. It occurs daily through a variety of strategies: *observation, questioning, reflection, discussing learning with peers and teachers, and well-considered feedback* to feed forward for next steps in learning. Tools used for monitoring include open-ended tasks, written or oral assessment, and a learning portfolio.

Documenting

OBSERVATION	All students are observed often and regularly, with the teacher taking a focus varying from wide angle (for example, focusing on the whole class) to close up (for example, focusing on one student or one activity), and from non- participant (observing from without) to participant (observing from within)
RUBRICS	An established set of criteria for rating students in all areas. The descriptors tell the assessor what characteristics or signs to look for in students' work and then how to rate that work on a predetermined scale. Rubrics can be developed by students as well as by teachers.
ANECDOTAL RECORDS	These are brief written notes based on observations of students. "Learning stories" are focused, extended observations that can be analysed later. These records need to be systematically compiled and organized.
CHECKLIST	These are lists of information, data, attributes or elements that should be present. A mark scheme is a type of checklist.
CONTINUUMS	These are visual representations of developmental stages of learning. They show a progression of achievement or identify where a student is in a process.
PORTFOLIOS	<p>These are collections of student work specifically selected to tell a story about the learning journey of the student. They document student growth in all curriculum areas and make student learning visible to the students, teachers, parents and other stakeholders.</p> <p>***Student Portfolio (running, twice a year, 3x on-demand writing, math..) (Goal Setting and Reflections - introduced in first grade, in conjunction with the conferences twice a year)</p>

Measuring

The measuring of learning aims to capture what a student has learned at a particular “point in time”. Not all learning can be, or needs to be, measured. Measurement tools can be school-designed or commercial, but each measurement tool used provides further data to support a larger picture of student achievement and progress in learning.

At FINT, national tests and benchmark assessments (mandatory and optional) are administered to measure students' performance in norwegian, reading, numeracy, and digital literacy. When standardized achievement tests are used, FINT administrators and teachers carefully consider the following:

- how to minimize the impact of testing on student well-being
- how to effectively use this data point to add to the comprehensive view of student learning.

Formative Assessment – Most of the ongoing assessment in the PYP is formative in nature, meant to inform planning and instruction. Formative assessment is assessment for learning and plays an integral part in the teaching and learning cycle.

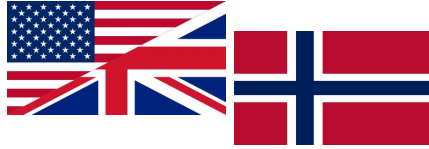
* Peer- and Self-assessment – Students in the PYP are given regular opportunities to assess their own and each other's work, stressing the importance of reflection in the learning process. When appropriate, students may also be actively involved in setting the criteria for work to be assessed.

Summative Assessment – Summative assessment tasks are designed to give information on what students can do, know and understand at the end of a unit of work. Each unit of inquiry or stand-alone unit of work in any subject has a summative assessment task(s) at the end of the unit.

Reporting

Parent-Teacher Conference	Teacher and parents meet to discuss the student's progress, review needs and establish goals.
Student-Led Conference	Students lead a discussion based on the work in their portfolios and the classroom and teachers discuss the student's progress. The students, parents and teachers together review the progress made towards the goals set in the first semester and plan areas for development for the remainder of the year.
Progress Report	Outcomes based, written report for each subject. The report contains a general comment from teachers and reflection on individual progress towards achieving the criteria outlined in the PYP.
Learner Profile Lookout	The Learner Profile Lookout showcases students authentically exhibiting the learner profile traits.
Assembly	There are six assemblies each year. One assembly at the end of each unit of inquiry. The assembly allows the students to authentically have an audience for their speaking skills. It is an important piece to showcase the summative assessments.
Exhibition	The exhibition is the final assessment in the PYP at the end of the sixth grade. The students showcase their learning from their time in the PYP.

LANGUAGE



At FINT we believe that learning to communicate in a variety of ways is fundamental to the development of intercultural understanding.

In PYP, students study English and Norwegian and are required to choose a third language when they move up to MYP.

We also encourage the development of students' mother tongue languages, through an ethos of acceptance and celebration of linguistic diversity within the community.



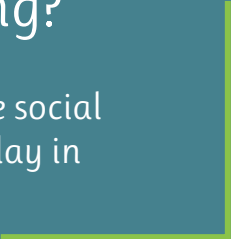


The LEARNING COMMUNITY



Who facilitates learning and teaching?

The learning community emphasizes the importance of the social outcomes of learning and the role that IB communities play in achieving these outcomes.



Community of Learners

To foster international-mindedness, the learning community extends to the whole IB community and views the world as the broadest context for learning. It is inclusive of everyone involved in the life of the school: students and their families, all school staff members and other important adults in the students' lives. By situating learning within local and global communities, outcomes are considered from individual and collective perspectives, highlighting the interdependence of everyone and everything.

Together the learning community:

- lives peacefully together
- prioritizes people and their relationships
- assumes shared responsibility for learning, health and well-being.

The learner profile provides many opportunities to explore attributes that underpin these outcomes, supporting everyone to be principled, caring and reflective community members.

The IB connects a worldwide community of learners who celebrate a common humanity and share a belief that education can help to build a better and more peaceful world. FINT brings a shared commitment to the IB's mission through the learning community.



International-Mindedness

Primary Years Programme (PYP) learners and their learning communities have a range of perspectives, values and traditions. The concept of **international-mindedness** builds on these diverse perspectives to generate a sense of common humanity and shared guardianship of the planet. (IBO, 2019)



The learner profile attributes and the approaches to learning (ATL) provide the foundational skills and dispositions for the development of international-mindedness. An internationally minded learner:

- is a competent communicator
- is open-minded and knowledgeable
- is a caring and principled thinker
- uses his or her curiosity and research skills to inquire about the world
- thinks and reflects critically about opportunities and challenges
- takes action for positive changes (for example, to promote intercultural understanding, foster caring relationships, to care for self and others)
- takes risks to further self-development and understanding of others (Boix Mansilla and Jackson 2011; Oxfam 2015; Singh and Qi 2013; UNESCO 2015).

Pedagogical Leadership



PRINCIPAL
Cherise Storlie
Kristoffersen

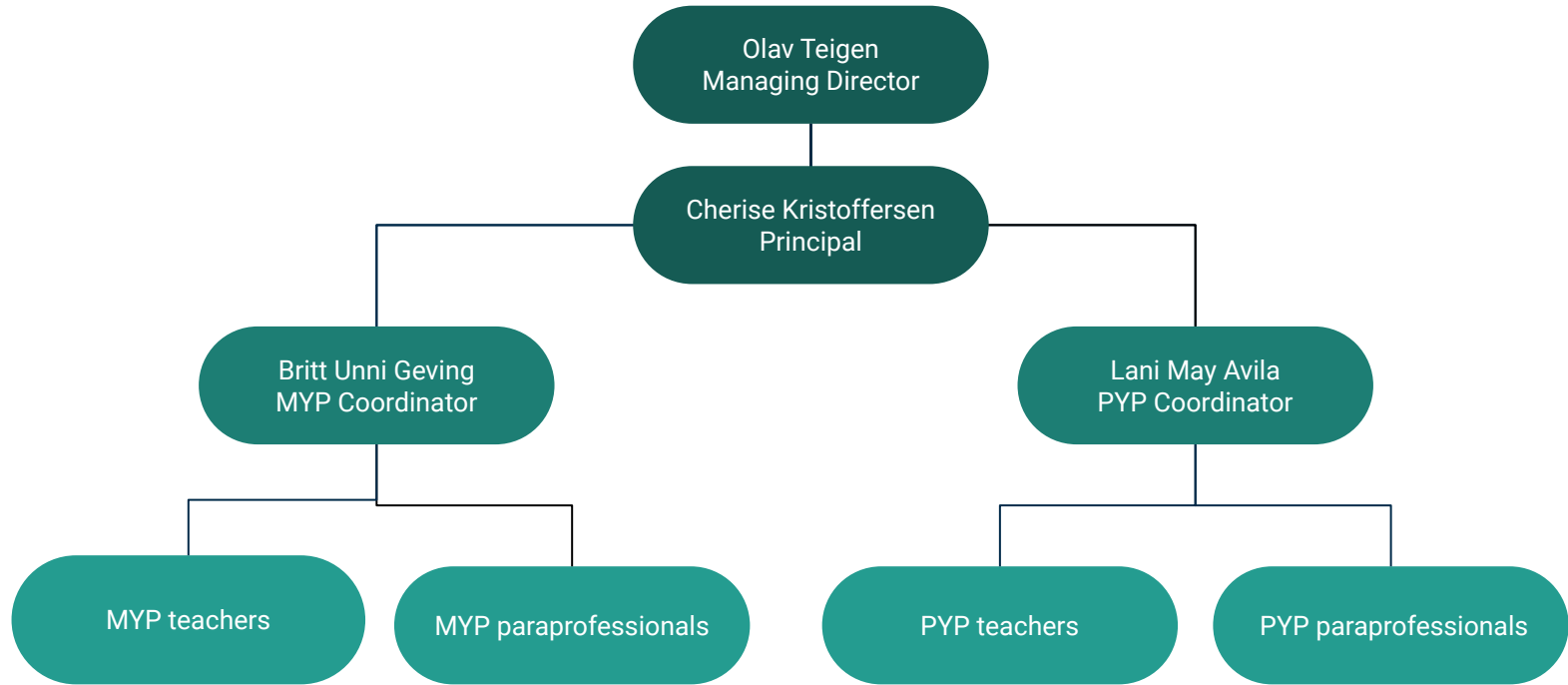


PYP COORDINATOR
Lani May Avila



MYP COORDINATOR
Britt Unni Geving

Organisational Structure





FINT S T A F F

STUDENT COUNCIL

Students in the PYP are represented by their peers in the Student Council. This body ideally consists of students from Grades 3 to 6 and is elected by all of the students in the grade level. The Student Council is the voice of the students in decision making across the school. They meet with their adviser (a teacher) on a regular basis. Here, the students meet democracy in practice and see concrete results of student involvement. Every member brings in small and big things from their respective levels. Student Council representatives have the opportunity to attend board meetings. Once a year, they report directly to the School Board regarding the Education Act section 9, which includes, among other things, school environment and other areas of interest.

PARENT COUNCIL (FAU)

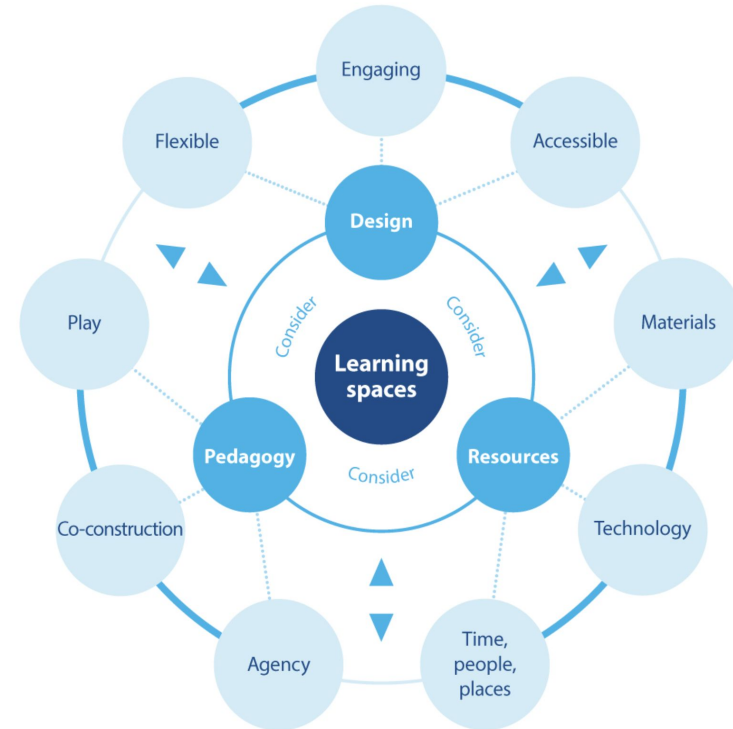
The Parent Council (FAU - Foreldrenes Arbeidsutvalg) is part of the primary school. According to section 5-4 of the *Friskoleloven*, all parents are automatically members of the parent council. In Stjørdal, there is also a municipal parent committee in which the FAU takes part. The representatives are elected at the parents' meeting in the spring. FAU is an advisory body. Among other things, they shall ensure effective participation and cooperation by parents and guardians to ensure that the students' learning environment is safe and sound. The FAU has set its own statutes and works purposefully and actively to improve the school environment. The FAU leader represents the parent council in the school board.

LEARNING ENVIRONMENT

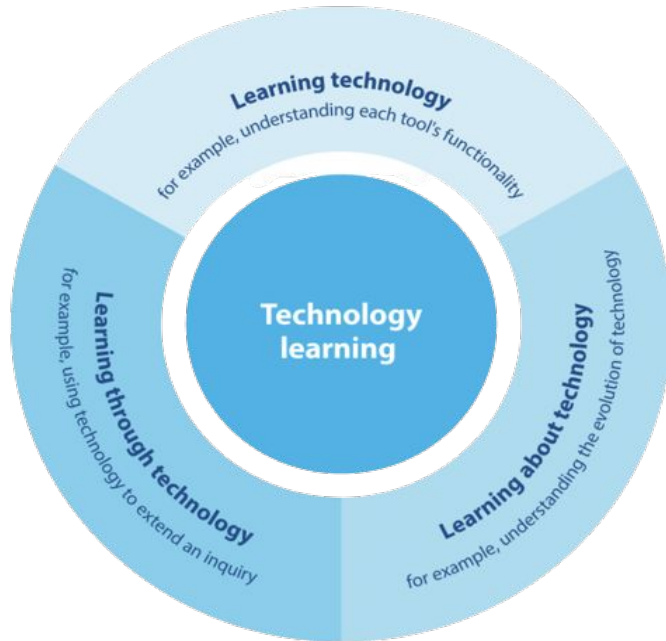
Safe and inclusive learning environments recognize and reflect diverse ways of knowing, being and thinking. At FINT, the curriculum is the entire learning experience that the school offers. Learning may occur anywhere and anytime, in real and in virtual spaces, both inside and outside the programme of inquiry.

Learning environments include multiple learning spaces. They can be built and natural; physical and virtual; indoors and outdoors; and formal and informal. Beyond spaces, environments also include the relationships among and between the people, the materials, the agreements and the schedule. Students learn through formal and informal experiences, through involvement in everyday learning and school events.

Digital connectivity plays a key role in the learning environment as it broadens learning beyond the local community to the world stage. Technology offers unlimited opportunities for students to enter worlds far removed from their own, to explore challenges and opportunities from many perspectives and to collaborate with people worldwide on projects of shared interest. Through these connections students learn what it means to be a participant in a global community. They learn to use technologies in ways that are socially and ethically responsible and that contribute to the global learning community.



Technology



FINT provides students with multiple, authentic and purposeful opportunities to learn technology, learn about technology and learn through technology. The learning community supports students to be responsible and ethical digital citizens.

Each student at Fagerhaug International School has his/her own Office 365 account that comes with access to free download of the entire Microsoft Office 2016 package for up to five devices. Students in 5th to 9th grade get their own PC. Upper PYP students can use their PCs only during school hours, while students in MYP can use them at home.

The school aims to foster appropriate use of digital technologies and to establish attitudes and behavior that will protect the students, the Fagerhaug community and the school's IT resources.

The Outdoors

The outdoors extends the range of learning experiences. Time spent outside is viewed as an important time for authentic inquiry, learning and play, social interaction, movement and relaxation. Consideration is given to different stimuli the outdoors provides and the availability, arrangement and rearrangement of materials. Observations in the outdoors, such as seasonal changes or local bird migration patterns, can be integrated indoors for further inquiry and meaning-making.

Outdoor spaces also have the potential for extending inquiry, risk-taking and supporting well-being through socializing, negotiating and communicating in both planned and incidental learning activities.



Daily Schedule

Time	
08.30 – 09.15	1st period
09.15 – 10.00	2nd period
10.00 – 10.25	Lunch /
10.25 - 10.45	Free time
10.45 – 11.30	3rd period
11.30 - 12.15	4th period
12.15 – 12.40	Break
12.40 – 13.25	5th period
13.25 – 14.10	6th period

Every school day starts at 8:30 and ends at 14:10.

Note: The lower PYP ends at 12:15 on Tuesdays and Fridays.

SFO (Skolefritidsordning)

The school is offering care and supervision before and after school for all pupils from 1st to 5th grades. SFO takes care of the needs of schoolchildren through play and varied activities, and in cooperation with home and school, it provides a foundation for well-being, learning and development. SFO is anchored in the Education Act, and has its own programme and regulations.

SFO opens daily during weekdays from 6:45 - 8:30 and 14:15 - 16:45. They provide food and follow their own activity plan. Parents who would like to avail of the SFO service should apply in writing. Students can attend SFO only after their application have been granted. There is no opportunity to avail for a single day SFO-service if the student is not enrolled in SFO. If there is a need for extended SFO time, parents or guardians should inform the school. SFO follows the school calendar.

Monthly fee, (total of 12 hrs per week): kr. 1800,-

Monthly fee, full-time: kr. 2000,-

SCHOOL POLICIES

Stakeholders at FINT collaborate on policies for:

- ❑ Admission - (link)
- ❑ Behaviour -
- ❑ Academic Integrity -
- ❑ Assessment
- ❑ Inclusion
- ❑ Language
- ❑ Parent/Student Complaint Procedure

Appendix 1: PROGRAMME OF INQUIRY

Set A	Who We Are	Where We Are in Place and Time	How We Express Ourselves	How The World Works	How We Organize Ourselves	Sharing The Planet
Grade 1 & 2	HEALTHY LIFESTYLE: Choices people make affect their health and well-being. *measurement, time	FAMILY/CULTURE: Our individual backgrounds help to enrich our communities.	SIGNS and SYMBOLS: Signs and symbols help us to communicate.	SIMPLE MACHINES: We depend on simple machines everyday to make our work easier.	TRANSPORTATION: People create systems to meet their needs.	BEES: People make choices that have an impact on living things. *norwegian flowers
Grade 3 & 4	CELEBRATIONS: Celebrations and traditions reflect the shared beliefs and values of a culture.	EXPLORATION: Exploration leads to discoveries and new understandings.	STORIES: People around the world create stories to express emotions, ideas and values.	WEATHER: Weather phenomena impacts individuals and communities	ADVERTISING: Effective advertising is organized to influence our decisions.	ENERGY: Energy is produced in different ways.
Grade 5 & 6	BEHAVIOR/PERSPECTIVE: Understanding emotions and others' perspectives helps people regulate their behavior.	MIGRATION: People migrate, altering the existing environment, culture and their own lives.	PERFORMING ARTS: People express values and feelings through performing arts.	INNOVATIONS: Innovative thinking can lead to change.	GOVERNMENT: Government impacts society in a variety of ways.	PLASTIC: The use of resources affects our planet. (Exhibition)
Set B	Who We Are	Where We Are in Place and Time	How We Express Ourselves	How The World Works	How We Organize Ourselves	Sharing The Planet
Grade 1 & 2	SENSES: We learn about the environment through our senses.	HOMES: Location affects how we live.	VISUAL and PERFORMING ARTS: People express their ideas and feelings in many ways. *School Wide Performance	LIFE CYCLES: All living things go through a process of change.	COMMUNITY: : People create systems to meet their needs.	REDUCE, REUSE, RECYCLE People make choices that have an impact on the environment.
Grade 3 & 4	Human Body Systems: The effective interactions between human body systems contribute to health and survival.	Archaeology: Interpretation of artifacts contributes to our understanding of peoples' histories.	Author Study: We can show our individual expression through performing art inspired by an author's written work. *School Wide Performance	Changes to Earth: The natural features of the Earth have been formed over time and are still changing.	Money - Wants/Needs: People engage in economic activities to meet their needs and wants.	Peace and Conflicts: The efforts to maintain peace and resolve conflict can help humans live harmoniously.
Grade 5 & 6	EXHIBITION: 5th grade: Diversity in defining what it means to be human. 6th grade: students selects	INDIGENEOUS PEOPLE: The rich and unique relationships of cultures of indigenous people across the globe teach us about interconnectedness at a local level.	Author Study: We can show our individual expression through performing art inspired by an author's written work. *School Wide Performance	SOLAR SYSTEM: The Earth and its atmosphere are surrounded by space and are part of a complex universe.	FOOD PRODUCTION: Most foods need to go through various stages before they reach our tables.	ECOSYSTEM: Biodiversity relies on maintaining balance between Earth's interconnected systems.

Appendix 2: TODDLE

At Fint we use Toddle as our pedagogical platform. With Toddle, you can:

- View and celebrate your child's learning moments
- Communicate with teachers
- Receive announcements and updates from the school
- Find the school policies and other useful information

Creating a Toddle account

We invite all family members to join our class community on Toddle.

To log in you need a family code that is different from the code your child was given at school. Make sure you log in by using the family app.

From your phone	From your computer
<ol style="list-style-type: none">1. Download the Toddle Family App from the App store (for iOS) or Play store (for android).2. Log in using your Google, Microsoft, or email account.3. On the 'Add Child' screen, scan the QR code below or enter the 6-character family invite code mentioned above.4. Other family members can also use the same QR code or family invite Code.	<ol style="list-style-type: none">1. On a web browser, go to: web.toddleapp.com2. Choose "Family account" and login using your Google, Microsoft or email account.3. Enter the unique 6-character student invite code mentioned above.4. Other family members can also use the family invite code.

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