

Schoolgúide



Dik Trom

openbare basisschool voor Daltononderwijs

School for strong Dalton education

"Where learning is one big discovery"

Information

Public primary school Dik Trom, school for strong Dalton Education

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School Hours:

Monday, Tuesday, Wednesday 08:30 – 12:00 u en 13:00 – 15:00 u

Wednesday 08:30 – 12:15 u

Friday group 1-4 08:30 – 12:00 u

Friday group 5-8 08:30 – 12:00 u en 13:00 – 15:00 u



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Inhoud

Preface	5
H.1. Vision, mission and personality	6
Location of the school	6
Identity	6
View on pupils.....	6
View on learning and development	7
View on working together with parents	8
H.2. Dik Trom's profile	9
2.1 Dalton	9
What is Dalton education?	9
2.2 The peaceful school	11
2.3 Aspects of Freinet.....	12
H.3. The way we educate	13
Main agreements	13
Working methods	13
Delayed attention	14
Working outside the classroom	15
Learning by tutoring	15
Student council	16
H.4. The curriculum	17
How we spend our time	17
Working methods	17
H.5. Overige activiteiten.....	23
Nature- and environmental education	23
Sport tournaments	23
Annual sport's day	23
Four day evening walk.....	24
Annual highlights	24
H.6. The care for our pupils	25
The teacher	25
Action based education	25
The teacher mentor	26
Student tracking system	26
Reporting.....	27
Repeating a grade	28

Cognitive ability/ learning more/differently	28
Dyslexia-protocol	29
Secondary education	30
H.7. The team.....	32
The teaching team	32
Specialisms at Dik Trom.....	33
Substitution.....	33
H.8. Collaboration with parents	34
Parent-Teacher Association.....	34
Participation Council.....	34
Helping parents.....	34
Opinions of students, parents and staff	34
Viewing night	34
How we keep you informed	35
Website	36
Schoolguide and attachments.....	36
Communication.....	36
H.9. Aanmelding en algemene informatie.....	37
Enrollment	37
The start of attendance	38
Daily routines.....	38
Out of school care.....	38
Sickness or hindrance	39
School Calendar	39
Requesting leave of absence.....	39
Safety policy and related protocols	40
Suspension and expulsion	40
H.10. The results of our education.....	42
Test results.....	42
Outflow to special needs education	42
Secondary education	42
H.11. Development of education	42
Guiding principles	42
Policy resolutions.....	43
Schoolplan.....	44
Video coaching.....	44

Schooling	44
H.12. Practical matters and remaining information	45
Picking up and dropping off	45
Food and drink	45
Celebrations	45
Birthdays	46
Sustainability	47
Mobile devices	47
Sponsoring	48

School Board

Our school belongs to Stichting Openbaar Primair Onderwijs Haarlemmermeer (SOPOH). This institute falls under a professional school board which operates from the administrative office.

SOPOH

*Wilhelminalaan 55
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Preface

Dik Trom is a public primary school for Dalton education in the north part of Hoofddorp. In 2015, Dik Trom merged with De Ontdekking, school for Freinet education. Our school is 1 of 21 schools that belong to Stichting Primair Onderwijs Haarlemmermeer (SOPOH).

Dik Trom is an ambitious school in more ways than one. One of our ambitions is to provide a socially safe environment in which every child feels appreciated for what or who it is.

Our methods of education derive from five essential Dalton core values: independence, responsibility and freedom, reflection, effectiveness and collaboration. One of the aspects of Freinet education is 'learning through discovery', which is also an important part of the education we offer.

'The peaceful School' is a pedagogical method that practices basic social skills like showing respect, living by rules, to emphasize, to keep an open mind when dealing with differences and taking responsibility for your own behaviour and community. Our education contributes to creating self-conscious, confident and independent students with a bright outlook on their futures.

Moreover, we offer a carefully balanced curriculum that allows us to achieve the best for each of our pupils. The curriculum is being taught by a passionate team of professionals. Pupils from Hoofddorp and surrounding areas are happily attending our school.

Inspired by the books about Dik Trom I'd like to end this preface by saying "every child is special and that's how it is".

With kind regards,

Robert Corver, principal

diktrom@sopoh.nl



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H.1. Vision, mission and personality

Location of the school

Dik Trom is in the north of Hoofddorp, one of the last remaining areas of 'old' Hoofddorp, in between the Kruisweg and the Weg om de Noord. The school is situated in a green environment with a gymnastics building next to the school and a large field nearby. Around the school, a traffic safety zone is established.

The school building has two floors with 8 classrooms, an auditorium, a library and a couple of ancillary rooms.

There are two schoolyards: one schoolyard for kindergarten and a schoolyard for the remaining grades. Next to the school is a large field where children can play during breaks.

Our building is over 50 years old and ready for renewal. The preparations for building a new school have started. Expectations are that a brand new building will be realized in 2020. In the meantime our team and parents take good care of our old building, to keep it looking fresh.

Identity

Our school is a public school that is defined by a warm atmosphere, mutual respect, social wellbeing, rules and agreements, passionate teachers and transparency towards parents. This means everyone is welcome, despite of religious beliefs or lifestyle.

We are a peaceful school. We actively strive to teach children respect for each other's lifestyle and philosophy of life and values like tolerance and solidarity.

In our education, we pay attention to cultural and social relations and the diversity of beliefs and movements, without adhering to one. That's how we strive to have our pupils function as open-minded individuals.

View on pupils

"Every child is special and that's how it is..." is a famous quote from the books about Dik Trom. It articulates the view we have of our pupils. Every child is different, has its own personality, abilities and qualities and background. That's why we pay a lot of attention to the individual development of each pupil. Every child can be and become who it wants to be and we respect that. That's how we treat our pupils and we encourage them to treat each other that way.

We want our pupils to:

- develop a critical view on society;
- know what their rights and duties are;
- be tolerant and respectful towards others;
- learn about the values in our society;
- get as many opportunities as possible to develop to their best abilities;
- obtain the right amount of knowledge and skills to have success at their secondary education



We endorse the objectives outlined by the law in article 8 of the law on primary education. You can read this at:

www.wetboekonline.nl

[View on learning and development](#)

At Dik Trom you can be who you are and let others be who they are. You take your surroundings into consideration. At Dik Trom you find a safe and comfortable environment. You build a solid foundation in math, language and reading in a modern and up-to-date learning environment. We supply a broad and challenging range of subjects that caters to your talents and curiosities. We provide a Dalton education that teaches you to learn ("leren – leren"). We teach you to learn independently and in a cooperative manner and to make your own choices.

Our vision states that:

- Children that learn in a safe, rich environment with confidence grow up to be independent, proactive and authentic people that are interested in the world around them. They respect others and their surroundings and show interest in the world around them.
- Children at Dik Trom have the will to learn, independently or together. They are offered knowledge in multiple ways and know how to filter and use that information.
- Our pupils have an open and fearless attitude towards the world and themselves. They have social understanding and know and recognize qualities and talents and know how to use them. Our pupils have a inquiring attitude and know how to learn.

[View on working together with parents](#)

At our school, a child can be themselves. Sometimes, finding the best way to do that can be a challenge we face together with parents. We think it's vitally important that children have the opportunity to develop their talents in the best way possible. Upbringing and education together form the foundation of that development of talent. Collaboration and partnership between parents and teachers is a must. The parents can help the school and influence the working methods of the school.

At our school there are two forms of organized parent consultation: the participation council and the parent-teacher association. Besides formal contact, we also maintain informal contact with our parents before or after school hours, parents helping during school activities and celebrations that allow parents to participate.

H.2. Dik Trom's profile

2.1 Dalton

We've been a Dalton school for years and are affiliated with the Dutch Dalton Association. We have been visited by this association in march of 2018 and received an extension on our license for the maximum time period of five years.

What is Dalton education?

Dalton education was developed from by American teacher Helen Parkhurst

(1886-1973) from 1904. She was faced with the challenge of teaching 40 children of different ages and abilities when she was only 18 years old. She taught pupils to work together, plan their work themselves and at their own pace. She transformed the learning material into organized tasks every pupil could understand. Learning became the pupils own job. Special work areas were created. The pupils were at liberty to decide where they did their best learning.



With Dalton education, the abilities of a pupil are most important. Our teachers take into account what every child separately needs to learn, to develop to the best of their abilities.

The Dalton movement is easily recognized throughout our school. Every child learns individually but always connected to one another. We create an environment in which each child is challenged to learn.

The five pillars of our Dalton education:

1. Responsibility / Freedom



Motivation can be a logical outcome of having fun at school and being able to be responsible for the work you do. We guide our students in feeling responsible for the work they do and the quality of their work, by giving them ownership of their learning. The more pupils learn to take on this responsibility and ownership, they get more liberties:

- A pupil can choose who they work with
- Pupils decide how they deal with an assignment
- The order of tasks can be determined by pupils
- Pupils determine what tools they use
- Pupils are free to choose a place to work
- Pupils decide the duration and intensity of some of the learning material
- Pupils are free to implement personal goals

The teacher is a constant guide in acquiring knowledge, instead of only source of information. Our teachers assess the responsibility for each child's learning process and use the learning styles of each pupil to their advantage. When a student finds it difficult to deal with responsibilities and freedom, the teacher guides them to be able to take them on.



2. **Independence**

Working independently has an important place within the education we offer. Solving problems independently teaches children to think for themselves and to understand things better. This way of working is a lot more active than passively repeating what the teacher says and teaches to think out of the box. A child can be independent when certain requirements are met:

- A child has to know what is expected of them;
- A child has to be allowed to be independent;
- A child has to know how to work with others and different materials;

A lot of work is done and reviewed by pupils themselves, to stimulate independence. The more responsibility is transferred to the pupil, the more possibilities will be created for the pupil to work independently. The more independent the student, the more responsibilities they get.

Ultimately, this way of learning and trust leads to a much more effective use of educational time. There is no time wasted to organizational issues in the classroom.



3. **Working together**

Children learn from and with each other. Often times they are very good at explaining assignments to each other. That's why, at our school, there are work areas where children can work together. Of course, the definition of working together needs to be clear: to work together on the same task.

Working together as a team is a big part of everyday life. That's why it's recommended to teach children from a young age to be part of a team. An advanced form of working together is 'learning by tutoring': Pupils from higher grades guide pupils from lower grades in their learning process.



4. **Effectiveness**

Effectiveness means working with a goal in mind. In Dalton education, the teacher trusts the student to take on more responsibilities over their own learning process. The teacher guides the pupils by using resources, time and help efficiently. When children are given ownership of their own learning process and learning goals, education is a lot more efficient. This way, a child can learn

to the best of their abilities and develops their own talents. Children also develop self-reliance and social responsibility and become, as Helen Parkhurst calls them, little entrepreneurs. The teacher has to provide a pupil with choices by supplying relevant materials and good class organization. Mutual trust is the foundation of this form of education.



5. Reflection

Reflection is about the experiences someone has, as well as about the knowledge of these experiences. Children learn by doing, experimenting and refining. Reflecting on a regular basis (before, during and after), contributes to reaching goals and setting new goals for the future. Reflecting allows children to be more conscious about their own learning process and that of others. Nothing is more valuable than reflecting together and seeing what went wrong or right and why.

Reflection is most valuable when it's done based on an important occurrence. It's not something that has to happen systematically, it just has to arise naturally.

2.2 The peaceful school

We've been working with 'De Vreedzame school' (the peaceful school)

Since 2014-2015. This program strives to obtain an inclusive school climate, that centers around involvement and responsibility.

The school is democratic community in which the pupils have a say, feel heard and seen and interact with each other in a positive way. Children thrive on positive feedback and adjust their behavior much faster if feedback is given to them in a clear and positive way. We think 'De Vreedzame School' is an excellent extension of our Dalton education.



One integral part of 'De Vreedzame School' is conflict resolution. We teach the pupils how to handle conflicts in a constructive manner. We stimulate them to resolve conflicts independently as much as possible. One way to do that is through mediation.

When a conflict can not easily be resolved by children themselves, they can be helped by a mediator. Our fifth- and sixth grade students are trained 'student mediators'. They have been trained to help other students to solve conflicts and to look for 'win-win' situations. The teachers overlook this process, to make sure mediations run smoothly and safely. Every week, two children are assigned mediators. If and when a conflict occurs, a note can be left in the mediation box

(purple, located in the 6th and 7th grade hallway). The mediators will set up an appointment to solve the conflict. For more information, we would like to direct you to 'De Vreedzame School' website:

<http://www.devreedzameschool.nl>

2.3 Aspects of Freinet.

The goal of Freinet education is to let children learn in a real environment that's useful to them. Freinet education revolves around a democratic social model, in which children and grownups are responsible together. Expression, communication and self-development are best achieved when learning is based on interest and experience. The world should be discovered, learning takes place by



doing. Learning from experience, current events, interest, free artistic expression (podium) and the student council work towards this goal. Working together through different grades, visiting museums, nature and environmental education and sporting tournaments tie together perfectly with Dalton education.

H.3. The way we educate

Main agreements

To maintain a wholesome environment it's important to have certain agreements we all live by. The main agreements at Dik Trom are:

- We respect each other
- We resolve with words
- We talk to each other
- We clean up together
- Inside, we walk and behave quietly

Children feel good in a place where it's normal and natural to live by certain rules.

Working methods

In kindergarten we made a deliberate choice to put pupils in combination groups. Our youngest kindergarteners learn a lot from our oldest. Learning by playing is very important to us, and we strive to obtain a learning environment that is stimulating and worth exploring. Kindergarteners are provided with challenging assignments that meet their needs and abilities. Our kindergarten teachers also teach a lot of routines, customs and rules in their classrooms. Youngest kindergarteners generally know how school works very quickly!

In 'learning circles' a lot of activities take place. We invest a lot of time in language and math but we also read books and sing.

The date and the course of the day is talked about every day. After this, our pupils choose an activity like working with construction materials, arts and crafts of working with materials that otherwise stimulate their development. The teacher works with small groups of children. Children from both kindergarten classes learn together.

From first to sixth grade, our pupils work with a schedule. From first grade, children work with a daily schedule. From the second half of second grade, our pupils learn to work with a weekly schedule. On this schedule, there are learning goals and teaching material. After every lesson, the teacher and the children reflect on their goals. Children that are capable of it, start working on their tasks early or follow smaller parts of an instruction. Other children participate in the full instructions. Pupils that need extra help, are offered just that after normal instructions. After this phase of the lesson, the teacher does rounds in the classroom to make sure everyone has what they need to work and motivate pupils. During this time, there is time for extra attention to individual students.



Delayed attention

We deliberately work with and towards delayed attention. Delayed attention means a period of time during independent work when the teacher isn't immediately available for help. By working with this method, children are stimulated to find their own solutions.

Important reasons to stimulate this are:

- Children learn to solve problems on their own
- Children learn to take initiative
- Children learn to look for materials and aids that can help them in their learning process
- Children learn to interact positively with others by asking and providing help
- Children learn to plan when, where with whom and how long they work on reaching their goals
- Children learn that they can't always get attention immediately
- The teacher can work with children that need extra help

Of course, the teacher makes their rounds through the classroom regularly, to monitor the pupils. Through brief interactions with pupils they provide them with the help they need. For longer or more complex help, pupils work with the teacher at the teacher's desk or the class's instruction table. By walking around the classroom in a routine pattern, pupils will be able to predict when the teacher will be with them. The pupils will be told when a round will take place beforehand.

Tools we use to facilitate delayed attention:

➤ **Dice**

All students have their own colored dice from the second half of first grade. This is on their table every day.

The dice has six sides:

- the red side: I'm working on my own, do not disturb
- the green side: you can ask me for help
- ? the question mark: I have a question for teacher
- ! the exclamation mark: I want to tell teacher something
- name box: name of the child
- publisher's logo



The dice is introduced in first grade and students take the dice with them all the way up to sixth grade. Children use the dice daily and our teachers remind them about the dice regularly.

By using this dice, children learn to cope with delayed attention. Their ability to solve problems is developed, because they regularly have to look for different ways of finding answers. They also learn it is not always possible to get attention immediately and to say if they want to be disturbed or not.

➤ **Traffic lights**

In kindergarted we teach our pupils about the 'traffic light'. The light is used to agree on a certain level of sound in the classroom.

Red= You work by yourself, as quietly as possible

Orange =You can work with someone and speak softly

Green= You can work together and talk intelligible to anyone in your group.

From first grade the light is used only if and when a group needs it. It can not be seen in every classroom.

➤ **Color clock and time-timer**

The color clock is used in our kindergarted classrooms. From first grade on, we use time-timers. This is a tool we use to show children the amount of time something takes.

Working outside the classroom

All classrooms have a place in the hallway where pupils can work. Children can work there on tasks as long as they commit to the rules of working in the hallways. They can work in these areas together or by themselves.

Learning by tutoring

Learning by tutoring is our interpretation of the Dalton principles 'working together, responsibilities and freedom'. It's one of the many forms of helping each other and working together at our school.

Through the schoolyear we have 3 periods, each containing six weeks. In these weeks, the tutors

from higher grades provide guidance to our younger students twice a week. In first period, tutors from fourth, fifth and sixth grade provide support to students from lower grades. Reading is a subject that tutors often provide help in.

Through tutoring, skills are increased and the mutual relationships are developed. In tutor learning there are three parties that benefit: children being tutored, the children that tutor and the school itself. Mutual relationships are begin built and children learn in a playful way.



Student council

To increase pupils say in matters in and around the school, we set up a student council.

In Dik Trom's student council:

- Are pupils from grade three through six
- Every grade is represented by 2 pupils
- Pupils have different talents/abilities
- Solutions to (problems) are created
- We listen to each other
- Pupils deliberate with their own classmates to get ideas
- A short report with points of action is written after each meeting
- This report is distributed among teachers and other members of the council

H.4. The curriculum

How we spend our time

A large amount of time is spent on basic skills like reading, language, spelling and math. Of course we make sure that other aspects of education (listed under contents of our education) get enough of our attention. The amount of teaching hours is determined by law. At the end of their time in primary education, each child should have been provided with 7520 hours of learning time. The principal keeps track of the amount of ours each grade spends on different activities.

Working methods

Dutch language: language, reading and spelling

Technical reading

Reading holds a special place in our way of educating. We see reading as the foundation of succes in other subjects. We have a nice library and participate in the library at school program, a collaboration with the public library in Hoofddorp. Parents help a lot in our library that is updated annually.



In grades one through six, we work with year schedules. In first grade we use the methodology 'Veilig leren lezen' for initial reading. (Kim-version, 2016). In grades three through six we work with technical reading methodology 'Estafette'. Furthermore, we work on technical reading with other playful learning methods.

Comprehensive reading

To enhance skills in comprehensive reading we use the 'Leeslink' methodology in grades three through six. This is a webbased methodology that uses the digital board. The lessons are designed around current events.

Language

In kindergarten development of language skills takes place throughout the day during learning circles and working in groups. Activities during learning circles include storytelling, reading books and language games. With help of the 'Schatkist' methodology, children work on initial reading and language.

The newest language methodology 'Taal actief' (2016) is used in grades 3 through six. Spelling is integral in this methodology. Language education is interactive: language as communication, using all means of communication.

There are different intermediate testing moments in these methodologies. Furthermore we use CITO testing, which tests a student's skillset twice a year. With CITO we keep track of a student's growth and evaluate en correct our methods of teaching.

Writing



Kindergarteners practice their motor skills in a playful way daily. Playing with sand and clay are preferred methods that stimulate motor skills. Other games and activities stimulate motor skills in a playful way as well.

From first grade we work with the 'Pennenstreken' methodology (2016).

By learning to produce a simple, easily readable and fluent, connected handwriting, we build the foundation for good penmanship. In grade six the pupils develop their own preferred handwriting, a process that the teacher keeps monitoring. We think penmanship is still a very important part of learning, despite increasing use of the computers.

Calculus and math

In kindergarten we use developmental materials like puzzles, construction materials, sorting, classing, color and shape materials. By using the 'Schatkist' and 'Wereld in getallen' methodologies, we work on initial math.

From grade one through six we work with the 'Wereld in getallen' methodology (2015). Besides the traditional calculus we pay attention to tables, graphs, mathematical thinking, working with money, telling the time and measuring.

Our students learn to approach and solve math problems in an effective way, to gain insight and recognize connections between different concepts. This methodology, like our language methodologies, has a couple of intermediate testing moments throughout the year. These tests are carefully analyzed to keep track of growth and to make adjustments in the pupil's guidance if necessary.

When a pupil's personal needs require it, mathematical assignments can be provided.

Discovering the world

Our four- to seven- year olds are discovering the world in a lot of different ways. The teaching material is thematically organized. When working on a theme, all the learning materials revolve around one theme. In kindergarten we work with year-round schedules as described in the 'Schatkist-'and 'Wereld in getallen' methodologies.

Biology & technology, geography and history

Grades one through eight work with the 'Blink' methodology. Parts of this methodology are:

Binnenstebuiten for Biology and technology, Grenzeloos for geography and Eigentijds for history. 'Blink' is a methodology that prefers activating education. By working with a question based method of teaching, pupils explore research different subjects themselves. These lessons contain a lot of auditive and visual stimulation.

The point of focus in biology and technology are subject specific skills. These lessons revolve around pupils designing and innovating themselves. For example: they design a true-to-life living space for animals in a zoo or start their own lemonade factory.

Eigentijds brings history closer with interesting stories, brought to our pupils in modern ways. During these lessons our pupils learn critical thinking.

In geography by Grenzeloos every lesson provides students with a new challenge: a question students need to answer themselves. For example: "How does the fossil of a sea animal end up on a mountain?" "What's in a kroket?" "How does a satellite help with making a map?"

During the geography and history lessons we also pay attentions to societal relations, civics and religion. All 21st century skills are integrated in these lessons. For more information about 21st century skills, we direct you to: <http://curriculumvandetoekomst.slo.nl/21e-eeuwse-vaardigheden>

English

English is taught in grades three through eight. We use the 'Groove me' methodology. This is a web based methodology that teaches through the digital board. Music is the foundation of the 'Groove me' methodology, which proves to be an excellent preparation for English in secondary education. In the future we will be offering English lessons from kindergarten on.

Physical Education

Our kindergarteners are provided with physical education two times a week. Once a week, the lessons are taught by their own teacher. The remaining lessons are provided by our physical education teacher. Of course our kindergarten pupils go outside every day as well. They have their own schoolyard at their disposal with special material that caters to their needs, a sandpit and a traffic circle that can be set up with traffic lights and signs.

The children in our higher grades are provided with 2 physical education lessons a week as well, both taught by the physical education teacher or their own teacher that is fully trained in physical education.

Responsible use of media

Education in the responsible use of modern media is a very important topic. In their spare time, our pupils use internet and social media in a lot of different ways. Dik Trom thinks it's important to teach pupils to use the internet and social media in a responsible way and to assess the abundance of information the internet offers in a critical way. We offer different kinds of lessons to reach this goal. By means of guest lessons and/or workshops, the pupils interactively explore the opportunities and dangers they face online. We also include parents in these lessons to make sure they are equipped to guide their children online. These courses are offered from 5th grade on. Parents remain responsible for their child's online behavior at all times.

Social and emotional development

In chapter 2 you have read about 'De vreedzame school', the methodology we use to stimulate the social and emotional development of our students. The development of social and emotional skills is of vital importance to have children grow into healthy, mentally stable people.



The social and emotional development of each child is the foundation of good education. To track the social and emotional development of each of our pupils, we use the 'KIJK!' tracking system for our kindergarteners and 'ZIEN!' for our higher grade pupils. Once a year we organize a 'Vreedzame school' parent

meeting to inform parents of this methodology and to talk about the ways the school and home environment can be helpful of each other.

Traffic safety

Traffic, traffic safety and rules in traffic are taught from kindergarten on. The school has a hands on take on this subjects and participates in a lot of different projects organized by Veilig Verkeer Nederland and municipality Haarlemmermeer. Our school received the 'Verkeersveilige School' label from the municipality.

A couple of years ago, a traffic safety zone was realised around the school. This means certain measures have been taken to ensure safety around our school. For example: A maximum driving speed of 30 kilometers per hour, adjustments to the parking facilities and the narrowing of some roads. As a school we encourage parents and teachers coming to school by bike or on foot. That's how students learn to take part in traffic. From third grade on the 'Wijzer door het verkeer' methodology is used to teach about traffic safety. In fifth grade, pupils take a traffic exam in principle and practice. We want our students to be careful and active participants in traffic.

Artistic expression

Arts and crafts, drawing, singing, dance and theatre.

In kindergarten, there is a lot of focus on all forms of artistic expression. During arts and crafts a teacher is always present to guide this process. This is because cutting, folding, ripping and coloring are a vital part of developing good motor skills. All of these skills are taught in kindergarten.



Singing, dancing and music are important parts of the curriculum from kindergarten on as well. All grades use the 'Zangexpress' methodology. A couple of times a year, 'Podium' is organized. This is a chance for students to perform for their parents and other pupils.

ICT (Information-communication technology)

Computers are an important tool in education. At Dik Trom we have 1 computer for every 4 students. Besides that there are laptops available to be used for different means in the classroom. This way we make sure every child gets to work with a computer on a regular basis. On our computers there is software for teachers as well as for students. This software supports our methodologies. Our pupils also learn to use Word, Excel and powerpoint, which they can use to prepare for presentations or projects.

Every pupil and teacher can log on to his/her own page and access software especially for them.

Besides computers, every classroom has access to a digital schoolboard, which is used by teachers and students.

Examples of software we use: Bas Gaat Digitaal, Bas Telt Mee, Ambrasoft, Wereld in Getallen, Taal Actief en Schatkist. Educational websites are also accessible to students.

Homework

We work with a clear increase of homework from grade three up. We think it's very important students learn to deal with homework.

At the same time, we realize that playing and relaxing after school is very valuable and important for the development of a child.

Sometimes, when a student has unfinished work, it gets sent home with the student. This, of course, only happens after deliberation with parents. Besides homework a pupil may get practice material sent home with them. Parents will always be consulted beforehand. Usually, help from parents is desired. What's important is that the time spent on homework is uncomplicated and limited. It's better to study a couple of times for short periods of time, than to buckle down once for a long time.



H.5. Other activities

Cultural activities

Cultural activities are very important to us. Annually, we plan a lot of activities for all grades, provided to us by the 'Kunstmenu', an initiative by the Haarlemmermeer municipality. Activities from the 'Kunstmenu' include museum visits or interesting workshops at school. Our pupils also visit cultural heritage sites. We offer a



great range of workshop and excursions to ensure our pupils are exposed to all kinds of cultural education. Activities can vary between doing or making something, looking at art and experiencing cultural settings. A couple of times a year our pupils perform songs and/or small plays for other pupils and their parents at 'Podium'.

Nature- and environmental education

As a school, we sign up to a number of nature- and environmental education annually. We find it very important that our students are aware of the diversity of nature. This stimulates children to respect their surroundings and have a respectful approach towards nature. Our pupils visit community garden Heijmanshof, are introduced to waste disposal facilities, petting zoos and water treatment facilities. We also encourage pupils to pick up trash in and around the school.

Sport tournaments

Students can sign up for multiple sport tournaments in Hoofddorp every school year. Soccer and basketball are very popular with our students. Other sports our students play are handball, water polo, table tennis and track and field. All of the tournaments are organized by the sporting committee, which consists of parties and teachers. Announcement of these tournaments and enrollment takes place through the newsletter, e-mail and website. Besides that, pupils can write their names on signup sheets posted on the bulletin board at the main entrance of the school.

Annual sport's day

Annually, we organize a day of sports for all of our pupils. At the Arnolduspark we have hosted some very successful sport's days in the previous years. This day is organized by the physical education teacher and the teaching team.

Four day evening walk

The four day evening walk is an annual activity, arranged by parents. This is not a school activity. This means that pupil staking part in the four day evening walk are under the responsibility of parents also participating. If your child is participating, it needs to be guided by one of its parents. The organizing committee provide coffee, lemonade and biscuits and of course the medal every student is gifted at the end.

Annual highlights

Every school year, we celebrate a couple of highlights. Besides all the other celebrations, we have the schoolproject, viewing nights and the Dik Trom party to look forward to. The way we arrange these activities can vary per year.

Yearly, we have a schoolproject with an educational theme, which is often combined with the annual week of children's books. We end the project with a viewing night. Parents, grandparents, brothers and sisters are more than welcome to come and have a look at what we learned and made!

We celebrate the Dik Trom party once a year. Children from higher grades lead children from lower grades in participating in workshops and games. It's great to see how our pupils are able to arrange this themselves! Pupils from 6th grade are responsible for organizing some parts of this day.

Of course there are different highlights for different grades. School trips, excursions, birthdays and school camp for our sixth graders. These activities make going to school an even bigger joy than it already is. A lot of these activities are organized by teachers and parents. Parents help is indispensable and greatly appreciated!



H.6. The care for our pupils

The think it is important that our pupils perform to the best of their abilities. Our teachers, teacher mentor and principle do whatever is necessary to actualize this.

The teacher



The teacher is the one that works directly with our pupils, guides them, coaches them and stimulate them. At the same time, the teacher is the first contact for parents. We aim to establish an optimal, warm relationship between the pupils and the teachers, in which the pupils feel heard and seen. The teacher assesses the learning material, and reviews it. We pay special attention to what the pupil does right. It is also of vital importance to review the work and offer the pupil feedback on their learning process. The teacher observes work attitude, if the pupil is task -oriented, motivation and enthusiasm. Self-reflection is encouraged.

During independent working in the classroom the teacher provides help to individual students or small groups. This way, the teacher can anticipate every child's needs. Extra help/attention is always described in a care plan, made for every subject.

Action based education

Test- and observation data are kept by the teacher in the digital student tracking system (ParnasSys), so we can have an overview of your child's achievements over their entire school period. Two times a year, a care plan is drafted per subject and grade. A care plan describes what kind of education will be provided, what goals should be achieved the next couple of months and how a teacher intends on achieving these goals with every student. Besides that, the previous care plan is evaluated twice a year. Abilities and test results for each students are the starting-point of this process.

Each grade is sorted into three levels per subject; children that can do more, average learners and children that need a little more help and attention. Every pupil has different needs and 3 different levels of teaching are the maximum achievable for the teacher. By doing this, we ensure the quality of the education we provide. Teachers are very involved in this process, the results and the next steps for their pupils.

The teacher mentor

The teacher mentor has their own position and task in the broadening of care between pupils, teachers, principal and parents. She organizes, coordinates and keeps track of the care we provide our students with. She supports colleagues and provides adjustments at the school if necessary, has conversations with parents and teachers and sees to it that agreements are being kept. Besides all this, she tests individual pupils and observes the learning process in every grade.

First of all, the teacher mentor guides teachers in providing the necessary care in their group as a whole and for individual students. She also consults with the teacher about results and the student's wellbeing. This happens at group consultations and pupil consultations. Growth of each child is meticulously monitored. Together with the teacher, goals are set for the teacher to work on in the coming time period.

Keeping track of special-care students and (if necessary) pedagogical or didactical examinations are also tasks of our teacher mentor. When examination is needed, parents will always be consulted. Our teacher mentor also maintains contact with Onderwijs Advies, ZAT (zorg en advies team) and other aid sources. The teacher mentor at Dik Trom is part of a larger network of teacher mentors at other schools to keep learning from each other and adjust working methods.

If there are any signs a pupil's development is stagnating, the teacher consults parents and the teacher mentor. If an examination or adjusted learning program is necessary, parents are always consulted and kept informed. If necessary, help from outside the school is called in for aid. If a professional from outside of our school should examine your child, consent from parents is needed. After careful deliberation between the teacher and the teacher mentor an alternative learning program can be put into place. This program will be provided by the pupil's own teacher.

Student tracking system

At Dik Trom, data is collected in the following ways:

Methodology tests

After each chapter, our methodologies offer a test that allows us to see what our pupils have learned and how they use it. This is an excellent way to keep track of their cognitive development. In calculus and math, we work with a pre-test. With the pre-test we test before a chapter begins, allowing us to see what our students already know, and what specifically needs extra attention.

Cito-tests

We do standardized testing twice a year, with the help of the Cito-tests. The goal of these tests is to evaluate our education. Results of these tests are carefully analyzed and discussed in our team. The principal shows and discusses results with the schoolboard twice a year.

Observations

The teacher observes children's behaviour on a daily basis. If necessary, the teacher mentor can observe pupils as well. Parents are always consulted beforehand. The teacher mentor can help teachers with suggestions for more effective approaches, or map a child's area's of concern. Through observation, we decide the next steps in giving a pupil the best care it can get. Sometimes, observations can be done by professionals from outside our school.

Kijk! Methodology (*gr 1&2*) and **Zien Methodology** (*gr. 3- 8*)

Besides the cognitive development of a child, we also monitor their social and emotional development. We do this using the Kijk! and Zien! Methodologies.

OPP (*Ontwikkelperspectief*) (*development perspective*)

If the learning material does not sufficiently correspond with a pupil's needs and it needs more time to achieve goals, it's always possible to offer the pupil their own learning material. In this case, parents are always involved in this decision. The pupil will work on their own schedule, with adapted learning material and parents will be involved in regular evaluations of their child's development. Teachers report the adapted program and evaluations in the OPP (development perspective). A development perspective shows a pupil's growth and at what level a pupil is expected to leave primary education (prognoses).

Reporting

All pupils are discussed among their previous and subsequent teachers at the beginning and the end of the schoolyear. This happens orally and in writing. In november, parent-teacher conferences are set up to keep parents informed on their child's development. In February /march, your child receives their first report card of the year. A parent- teacher conference will take place to discuss the report card. At the end of the schoolyear, pupils receive their second report card. If needed, parents are invited for a conference.

A report card consists of a binder with the report card itself, data from our student tracking system and some artwork your child has made at school. The report cards are kept in the binder, so when your child leaves our school to attend secondary education, it has a nice overview of its time with us.

Repeating a grade

Repeating a grade is always deliberate decision. Tests, conversations with parents, internal and external guidance can all support this decision. The most important criterion for repeating a grade, is a child's social and emotional development. Besides this, cognitive aspects can also be a factor in the decision to let a pupil repeat a grade. Repeating a grade is always a decision teachers and parents make together. If teachers and parents cannot agree on what is best, the final decision is with the principal.

Cognitive ability/ learning more/differently

Some pupils need extra challenges or different learning material. For them, the daily workload is adjusted in quantity, so they can focus on more challenging assignments. Every classroom offers a diverse offer of materials to work with. Of course, pupils will get the instructions and feedback they need. Besides this approach, we offer pupils the possibility to work on extra challenging assignments together. For this purpose the CluZoNA (club without a name) group was set up.

When will a pupil be considered to participate in this group?

Pupils are observed and challenged by their teachers every day. The teacher appeals to different skills that make learning possible. These skills are also named executive functions. Executive functions... what are those? They are functions in the brain that provide the capability of making rational decisions, control impulses and focus on what is important. There are eleven Executive functions:

- **Response-inhibition:** to think before you act.
- **Working memory:** to keep information stored in your memory while doing complex tasks.
- **Regulation of emotions:** to regulate emotions in order to reach goals or control own behavior.
- **Persisted attention:** to stay focused, in spite of distractions
- **Task initiation:** to start a task in time and work efficiently
- **Planning/prioritizing:** to make a plan and set priorities.
- **Organization:** to gather and organize information.
- **Time management:** to estimate needed time, divide work and reach deadlines.
- **Purposeful behavior:** to set goals and reach them without feeling deterred.
- **Flexibility:** to be able to handle change and setbacks.
- **Metacognition:** taking a step back to assess yourself and the situation

It is not self-evident that, when you're able to learn easily and understand things quickly, all these conditions are mastered as well. The executive functions need to be practiced specifically. Learning to learn is not always a given.

Through our CLuZoNa lessons, we work on strengthening the executive functions in pupils that really need it.



Dyslexia-protocol

At Dik Trom we use a Dyslexia-protocol. This protocol is open for public access at the teacher mentor's office. This protocol describes the necessary steps that need to be taken to guide a student with dyslexia in the best possible way.

When parents enroll their child at our school, they fill out on the entrance form if there is any dyslexia in the child's family. Is there dyslexia in your family? This is valuable information for us, this way we can monitor the child's language development more closely.

In kindergarten we use observations to keep track of pupil's language development. We structurally test all pupil's language development.

From first grade on, we keep track of our pupil's progress with the help of our student tracking system and methodology tests. The registered data provide us with insight in the language- reading- and spelling development. If there is a problem with your child's reading and/or spelling development, you will be consulted. Subsequently, a pedagogical and didactical examination is set up. Depending on the outcome we determine further steps to be taken in the care needed by the child. This can vary from pupil to pupil.

When dyslexia is suspected, we, together with parents, can request a dyslexia examination. If the child is diagnosed with dyslexia, we will follow our protocol.

Special needs education

On rare occasions, we have to conclude that a child is not able to develop in a desired fashion at our school. If this is the case, we will guide parents in finding there, more suiting education. Proper education can sometimes mean a school for special needs education. Of course, the teacher, teacher mentor, parents and the principal are all involved in this decision. The final goal is to reach an agreement on what is best for the child. Our school is part of the collaboration 'Suitable Education Haarlemmermeer'. In this collaboration all schools of the Haarlemmermeer and Special needs schools work together on a mission: to design our education in such a way that all children get the care they need to develop to the best of their abilities.

Secondary education

For our sixth grade students and their parents we host a night in which we provide general information about secondary education. Teachers from secondary education institutes offer information about teacher's advice, the end-test all sixth graders take and what kinds of secondary education exist.

In February we give out our counsel for secondary education. This decision is based on:

- * The substantiated view of the teacher (motivation, perseverance, reflection, enthusiasm, attitude)
- * Test results from 4th grade on
- * Results from methodology testing

In April, the Cito-test is taken by our sixth graders. This test functions as an evaluation of eight years of education and to substantiate the given advice given by the teacher.

The secondary school of choice receives a report on every pupil. At the same time, we offer a 'warm transmission' for every pupil. This means our sixth grade teacher consults with coordinators of the new school. Our school highly values this 'warm transmission': children are more than testresults! The numbers we receive from schools for secondary education show that our pupils are doing well at the different schools they attend after Dik Trom. The advice we give out, suits our pupils.



Transmission service: from primary to secondary education

When a student moves from primary to secondary education, the new school needs a student's data. With the help of the Transmission Service, schools are able to safely and confidentially exchange data. The schoolboards of primary and secondary education reached the agreement to use the transmission service at all times from 2016/2017 on. The goal of using the transmission service is to make the digitalization of the Netherlands safer and to comply with the law.

By handing over a student's file, data is being exchanged that is crucial for the proper guidance of every pupil. The goal is to only exchange crucial information. The only change that is made in recent years, is that the exchange of information happens digitally. The transmission service uses a standard information format, to prevent the exchange of unnecessary information.

The primary and secondary schoolboards in the Zuid-Kennemerland region have agreed to use this format for exchanging data between schools. It consists of standard information:

- School information
- Student information
- The advice for secondary education provided by the teacher
- Test results
- Medical information (general practitioner and dentist)
- A form for social and emotional development

Sometimes, it appears to be necessary to share more information on students. We will always take the necessity of exchanging information into consideration. The school for primary education is fully responsible for the contents of the file that is exchanged. Parents have the right to inspect information being provided to another school.



Youth healthcare

The main goal of youth healthcare is to guard and advance health, growth and development of youths in the age of 4-19 years old. This institute provides schools with free lesson plans. Pupils in the last year of kindergarten receive an invitation to participate in preemptive health examinations. A repeat examination takes place in fifth grade. Sleeping, nutrition and behavior are main points of focus. Both examinations are done at school, during school hours. Our teacher mentor has regular consultations with the youth healthcare nurse. Teachers can, with the consent of parents, request a health examination. All nine year olds receive an invitation to get vaccinated. If parents have any questions or concerns, they can contact the school nurse or the school doctor of the GGD (023-7891777). Our school also collaborates with a school coach, with whom parents can discuss any concerns. The teacher mentor can offer information on this subject.

Courses

Children that need it, can participate in courses offered by GGD or ALTRA. These institutes offer courses meant for pupils with performance anxiety or social and emotional issues. Children that need extra help with their motor skills can take 'Remedial teaching in motor skills'. Our teacher mentor can provide you with information on these courses.

Speech therapy

Our kindergarten teachers are schooled in recognizing speech impairments. When there is any possibility of a speech impairment in your child, the teacher will always consult you. If needed, a speech therapist can be arranged through your general practitioner. Speech therapy is offered free of charge for children, until they reach the age of 18.

Suitable education

Every child deserves a good education, the same is true for pupils who need a little extra help. Suitable education is necessary to realize this goal. Since August 1st 2014, schools are obliged to provide necessary care for each student. If and when a pupil needs extra help, schools are compelled to offer the necessary care. Necessary care means:

- Extra care at school, extra guidance in the classroom;
- Extra care at a different school in the same region;
- Transfer to a school for special education.

To be able to offer a suitable place for each and every child, we collaborate with schools in our region. Procedures for providing suitable education are recorded in a special guidance plan. This plan, which can be requested at the principal's office, is adapted once every four years and can be altered accordingly.

H.7. The team

Schools that offer Dalton education in the Netherlands join forces by participating in evaluations and visitations to warrant the quality of the education they provide. A Dalton school is a learning organization that supports its teachers in experimenting and reflecting. Learning as a team is a big priority in Dalton schools. The responsibility for providing good Dalton education is always with the teaching team. We also learn from Dalton schools inside and outside of our region. The Dutch Dalton Association issues licenses and certificates to institutes, schools and persons if they prove to execute core values of Dalton in the appropriate manner. Dik Trom is a certified Dalton school. Persevering these core values is very important to us. Our team is always represented at the annual National Dalton Day.

The teaching team

Of course we are aware that the quality of a school is dependent on the people that work there. Our teaching team consists of passionate, enthusiastic teachers that care about pupils and their development. Weekly consideration of our learning material and our pupils is part of our routine. This happens in meetings or consultations. Colleagues also consult each other during breaks and after school. Our teachers regularly visit each other during lessons and provide each other with feedback. We enjoy learning from each other in an open, friendly environment in which everyone is included. Good teachers ensure a good atmosphere and good results. Teachers that are employed at Dik Trom are Dalton certified, or get extra schooling to get certified. We work hard to keep

developing by attending classes and conferences. Our schoolboard offers a range of courses, days of schooling and training programs for teachers to take part in.

Specialisms at Dik Trom

Within our team, there are people with special responsibilities. Specialized teachers have received extra training in, for example:

- Dalton coordinator
- Dalton training
- Teacher mentoring
- School Video Interaction Guidance
- Behavioral specialist
- Intermediary
- Reading specialist
- Specialist in highly gifted children
- IT specialist
- Culture coordinator
- School coach
- Anti bullying specialist
- Prevention specialist



Substitution

When a teacher falls ill, we try to provide a substitute. In times like these, we appeal to a pool of substitute teachers. If one of our colleagues is available, they will substitute. If there is no substitute available, the principal will welcome the pupils in their own classroom and divide the pupils into other classrooms. Kindergarten and first grade are never divided. In extreme cases, a grade can be sent home. When situations like these arise, we inform parents in a timely manner, so they can make arrangements.

Who else works at our school?

Besides our teachers and other pupils, your child will get acquainted with some other people as well. These people are:

- ✓ The physical education teacher. He teaches physical education to all grades and helps organize sporting events;
- ✓ Our teaching assistant. She supports teachers during lessons in kindergarten and first grade;
- ✓ Interns that are trained at our school;
- ✓ Helper parents. They offer support at various activities;
- ✓ School nurse
- ✓ Administrative help. Our administrative help is with us a couple of days a week;
- ✓ The principal. He is responsible for the school policies and the school's organization.

H.8. Collaboration with parents

In this chapter, we talk about the various roles of parents in our school. It's about involvement, having their voices heard, participation and information. Parents at Dik Trom are involved in our education and related activities. We encourage this. We feel that parent participation ensures motivation in our pupils. Our motto is: 'Our door is always open'. If necessary, appointments can always be made. At our school, there are different taskforces made up of parents that support us in various activities.

Parent-Teacher Association

At Dik Trom, we have a Parent-Teacher Association, made up of parents and teachers. This association converses on school policies, provides council to the school board and promotes the interests of everyone involved in the school. This provides parents with the opportunity to influence policies. The Parent-Teacher Association maintains contact with the Collective Parent-Teacher Association Openbaar Primair Onderwijs Haarlemmermeer.

Participation Council

The participation council consists of different taskforces and is a very important part of our support system. The participation council supports activities that advance the quality of our school. They also help in organizing festivities through coordinating taskforces.

Helping parents

We can always use parent's help. Wij appreciate parent's efforts greatly. Without parents, some activities would simply not be possible. The education is provided by teachers, but activities like sport's day, tournaments, Sinterklaas, Christmas, Easter and other festivities are organized by teachers and parents together. Through email or our newsletter, we regularly request help.

Opinions of students, parents and staff

Every two years, the school provides a survey for students, parents and teachers. The results of this survey are released in our newsletter. We find the opinions of parents very important. These results influence school policies. Parents think of Dik Trom as an active, professional, warm, personal and accessible school. At our school, there is a nice, personal and relaxed atmosphere. Children interact with each other in a friendly manner and teachers love what they do. Dik Trom has a peaceful personality.



Viewing night

We organize viewing nights twice a year. On viewing nights, children can proudly show their parents what they've been working on. The dates of viewing nights can be found in the school's calendar, on our website and in our newsletter. Viewing nights are not the same as parent-teacher conferences, individual

students will not be discussed. To discuss your child's development, a separate appointment can be arranged.

How we keep you informed

We do everything in our power to keep parents informed. We have various ways of doing so. You will receive a newsletter digitally every two or three weeks. The name of our newsletter is thought of by parents and is named 'Tromgeroffel'. Other ways to keep you informed are:

- * Informative evenings
- * The information on the bulletinboard near the main entrance
- * The attachments to the schoolguide with all important information
- * De info op het raam en op het mededelingenbord bij de voordeur
- * The Schoolplan
- * Parent-Teacher conferences
- * Viewing nights
- * Public days
- * Facebook
- * Our website: www.obsdiktrom.nl

We would like to emphasize that it is of vital importance that parents are present at informative evenings, viewing nights and parent-teacher conferences. Communicating with teacher other is the foundation of our school. We are an accessible school with time to inform teachers of something small or to set up an appointment every day. Parents are welcome every morning from 08.15 – 08.25.

Video and photos

For internal use we often make video's in our classrooms. We do this to see and evaluate our teaching. At our website you can view photos of various activities at Dik Trom. At enrollment, parents can indicate if photos of their children can be used for our website or Facebook.



Website

At our website www.obsdiktrom.nl you can find all information about Dik Trom and a lot of photos taken of various activities. Our pupils also maintain parts of the website. We work hard to keep it up-to-date.

Schoolguide and attachments

At our website, our schoolguide can be found under the 'documenten' header. The school guide is also available through our principal. Every year, we provide parents with an 'attachment to the school guide' that provides all crucial information, specific for the current school year.

Communication

We like it when parents communicate openly with us. The same can be expected from us. Communication, openness and transparency are very important to us. Do you have a question or something you'd like to talk about? Please talk to us! The teacher, teacher mentor or principal are always happy to hear from you. If you'd like to talk about something that concerns your child, we think it's important to talk to the child's teacher first. If there are school policies you would like to discuss, you can contact our Parent-Teacher Association at mr@diktromschool.nl. When we know what is going on, we can work on it! As required by law, every school has a contact parents can go to with complaints that cannot be shared with anyone else. Our school's contact is Femke Maarse. Other than that, there is a special confidant that advises parents. Telephone number: 023-5640999. An independent complaint commission researches complaints and consults the appropriate authorities. The handling of complaints is in the hands of the national complaints commission that belongs to the Vereniging Nederlandse Gemeenten (VNG). Dik Trom also has a safety policy that describes the way we should interact with each other. Complaint regulations and the safety policy can requested through our principal and can be found at our website.



At Dik Trom we strive to maintain clear communication. It needs to be clear who is responsible for every form of communication and what form of communication to use. Our ways of communicating are described in our communication plan, which can also be requested at the principal's office.

H.9. Notification and general information

Enrollment

If you want to enroll your child with us, we like to take some time to have an informative conversation. We enjoy telling new parents about our school and show them around. This way, you can experience the atmosphere and education provided at Dik Trom.

It's important that your child, before it enrolls with us, has seen the school. Your child is very welcome to join you at our meetings. Going to school for the very first time is something very exciting. We want to make sure every child feels at ease and at home. Kindergarteners that enroll with us, can come and get accustomed. Six weeks before your child turns four years old, we will contact you about this.

When placing a child that has been attending a different school, children can come and look at the school and their future classmates. We like to receive all necessary information from you as parents and from the previous school, so we can assess your child's needs and see if they fit what we have to offer.

Het is belangrijk dat de kinderen, voordat ze bij ons op school komen, de 'sfeer' hebben geproefd. Uw kind is dan ook van harte welkom bij het intakegesprek. Voor het eerst naar de basisschool is voor uw kind een spannende gebeurtenis. We willen ervoor zorgen dat elk kind zich op zijn gemak en thuis voelt. Kleuters die bij ons op school worden ingeschreven, mogen natuurlijk komen wennen. Zes weken voordat uw kind 4 jaar wordt, nemen wij hierover contact met u op.

The previous school informs us on:

- The progress your child has made;
- Your child's social and emotional development;
- If there is examination being done by external parties;
- If there is a reference to a special needs school;
- What your child's current grade is and if there is advice on repeating grades.

Transfer between schools

All school boards in the Haarlemmermeer have reached agreements about transferring students in 2015-2016. These are agreements that go into effect when your child changes schools. All schools have a document at their disposal about these agreements. Agreements relate to:

- Intermediate changing of schools;
- Exceptional circumstances: schools merging or closing;
- Situations of unrest in certain schools

Changing schools because of moving houses does not count.

Schools keep their responsibility of keeping each other informed in this situation. For students who transfer to special needs schools, other rules apply. These rules can be explained by our principal.

The start of attendance

All parents of kindergarteners receive a binder with the "Information Booklet Kindergarten". In this binder, you can also find the entrance form "Here I am". This form provides the school with some insights into the development of the child up to that point. It will be discussed at the first conference between parents and teachers. We would like to receive the transfer form provided to you by daycare.

You also receive a first aid form, you can fill out with important phone numbers, allergies and other important information. Changes are to be communicated to us as soon as possible, so we're always up to date.

Daily routines

The door opens at 08.15. All grades have a 'walk in moment' until 08.25. This time can be used by pupils to get their materials and talk to their teacher. Parents can make appointments or small announcement to the teacher and say goodbye to their child. We ask you to keep your goodbye short. This time is not an appropriate time to have a real conversation with your child's teacher. We request that you make an appointment after school. We kindly ask parents to leave the classrooms on time. At 08.25, the first bell rings. It's time to say goodbye and children take their places. At 08.30, classes start.

During morning breaks, two grades play outside together under supervision of their own teachers. Kindergarten has its own schoolyard.

Afternoon recess starts at 12.00 Kindergarteners that have lunch at home, are picked up by their parents at the classroom door. Pupils from higher grades wait at the schoolyard. Pupils that eat lunch at school, have lunch in their classroom with their own teacher. From 12.15 until 12.55, they play outside under the supervision of teachers.

At 12.15 (Wednesday) and at 15.00, school ends. The parents of kindergarteners pick up their kids at their own schoolyard. Teachers take the children outside.

Out of school care

At our school, we have the possibility to have lunch at school. In a relaxed atmosphere, children eat with their own teacher. After that, they play outside if weather permits. When it's extremely cold or raining, the children can play inside. The lunch money is fully invested in our school. You can buy a lunch card at the principal's office. A full card is sent home with your child, so you know you'll have to buy a new one. The rates for lunch at school are in the attachment to the school guide you'll receive yearly. The lunch cards always have your child's name on them and kept at school. Every child needs their own card.

Money for activities

Yearly, we ask for some contribution to be able to arrange activities for our pupils. The amount of contribution is decided by the treasurer and the Parent-Teacher Association. Your contribution contributes to fun activities for your child like Sinterklaas, Christmas, Easter, sports and games, the library and excursions. The cost of the annual field trip and camp is not included in this contribution. The treasurer will send out a request for payment. Our IBAN-number is: NL35 INGB 000 5022 923 t.n.v. Ouderraad Dik Tromschool

Sickness or hindrance

When your child is sick or otherwise hindered to attend school, we'd like to receive notice before school hours. If we don't hear from you, we will call you. If your child gets sick at school, we will contact you. We really appreciate it when appointments with doctors, dentists and other professionals are made outside school hours. Sometimes, we understand, this is not possible. We do however, kindly ask you to inform us of such appointments ahead of time. We request confirmation in writing when your child:

- Is allowed to go home by themselves when sick
- Can go to the doctor's or dentist's by themselves

During school hours we are responsible for your child's safety.

School Calendar

Holidays, extra time off, activities and other important dates are all described in our school calendar. This is provided to you by email in the first week of every schoolyear.

Obligatory education

Every child can attend school when it turns for, but is obliged to go to school at the age of five. Some four year olds cannot handle a full school day yet. Parents can consult with their child's teacher to reach an agreement on such matters.



Requesting leave of absence

Outside of our regular holidays you can request time off for special occasions. The following rules apply in such cases:

- When your child is sick, it cannot attend school. We would like to be informed before school hours.
- Special family occasions such as weddings, illness or funerals or certain religious holidays, you can request a leave of absence with the principal, at least 2 days in advance (if possible). For your request, you will need a form that is available at the principal's office. We would like to receive any documents you can provide to justify your request.

The law on obligatory education states you must comply with school holidays. Extra time off can only be permitted in very rare circumstances. When parents are unable to take their child on holiday outside of school holidays, we need a

statement from your employer. In this case we can only permit extra time off once year, for the duration of 10 days. We cannot permit extra time off during the two weeks prior or two weeks after summer break. If you want to have a leave of absence that is longer than 10 days, you need to apply for an extended leave of absence with the obligatory education officer. However, this is rarely permitted.

For more information on obligatory education we refer to article 39 of the law on Primary Education and the brochure "obligatory education" by the Haarlemmermeer municipality.

Safety policy and related protocols

At Dik Trom, there is a safety document that describes what efforts the school makes in keeping children, staff en parents safe. The plan encompasses all measures taken by the school to ensure social and physical safety. By this, we mean:

- Behavior (to prevent aggression and violence)
- Health (working conditions and hygiene)
- Traffic safety
- Fire safety

This document can be requested at the principal's office and is accessible on our website.

Other than that, our school has the following protocols that relate to the safety policy:

- bullying protocol
- mourning protocol
- protocol on medicine provision

Suspension and expulsion

If the behavior of a pupil provides a reason to do so, (after extensive counseling and coaching), the principal can decide to deny the pupil in question access to school for one or more days. The child will receive work to do at home. In extreme cases, the principal can request expulsion with the school board.

When a child suffers from serious behavioral issues that cannot be handled at school, or when an examination shows that the child can no longer stay at our school and needs special needs education, the school and parents will search for a more suiting learning environment. If such a school cannot be found within 8 weeks, or parents are not willing to cooperate in necessary changing of schools, the student can be expelled. This decision will never be made before parents have had the opportunity to explain their motives. In most cases, a suspension or expulsion will not happen overnight. Dik Trom has a protocol "Suspension and expulsion" that is established by the school board and binding for all public schools. You can request this protocol at our school or the schoolboard. It can also be found on our website.

Rights and duties

The rights and duties of parents, students and authorities are described in the 'education guide', that you received from the ministry of education, culture and science (O.C.W).

Inspection of education

info@owinsp.nl

www.onderwijsinspectie.nl

Vragen over het onderwijs: 0800 – 8051

Klachtenmeldingen: meldpunt vertrouwensinspecteurs: 0900 - 111 3 111

H.10. The results of our education

At Dik Trom, we hold our pupils to a high standard. This means we think it is important that children perform to the best of their abilities, guided by a skilled teacher. It is also very important that children grow up to be friendly, social people. During your child's time at Dik Trom, their development is being monitored carefully. If necessary, we adjust the learning material or provide extra care or more challenging learning material.

Test results

Through testing (methodology tests and CITO testing) we keep track of the progress our pupils make. The achievements of our pupils in subjects like reading, math and language (methodology tests) are carefully analyzed by our teachers. This also happens with data from CITO tests and observation instruments such as KIJK! and ZIEN! (emotional and social development). We evaluate our education using this data. Not all parts of our education can be measured through testing. Independence, task-orientation, enthusiasm, motivation, problem solving, social skills and creativity for example. These traits are valued at report cards, however.

Outflow to special needs education

Our school participates in the collaboration between schools in the Haarlemmermeer. The care plan forms a central document of this collaboration. In the care plan is described how schools work together, how structural care is organized and what goals are being aspired to.

Also described in this plan is the care every school has to offer and how this care is provided. This way, we comply with obligatory care for each student.



Secondary education

When our pupils leave Dik Trom, their education is not finished. After sixth grade, all children will be attending secondary education. In the attachment to the school guide we provide information at what levels our students leave Dik Trom yearly. Of course, it is important to know how our students are doing at their next school. To keep track of this, we receive rapport cards from secondary schools and we maintain contact with our pupil's mentors. Our contacts tell us that our former pupils flourish in secondary education. Schools tell us they like having former Dik Trom students. From conversations with teachers and former Dik Trom pupils, we learn that our pupils are properly prepared for secondary education. Independence, curiosity and planning are our pupil's main assets.

H.11. Development of education

Guiding principles

Education is always on the move. At Dik Trom we strive to provide education that suits every pupil. We constantly follow new developments in education to implement at our school. Education can not be separate from what happens in society. At our school, we want to get our students in touch with the world

outside our building. Our society demands more processing of information, computers are omnipresent and schooling is held to a higher standard. We are aware of the development of 21st Century skills. We are also responsible for conveying our society's values and rules. Social and cultural education is an important part of becoming a functioning member of society. 'The school as a place to practice' is our guiding principle.

Policy resolutions

Our policy resolutions for the next couple of years are:

- Working on "quality of care": At Dik Trom we systematically and purposefully work on maximalizing achievements of our students. To realize this goal, clear agreements are in place between the innovation and development team (principal, teacher mentor and Dalton Coordinator) and the teachers. The teacher mentor has a key role in this. The teacher mentor has consults with our teachers twice a year, monitors the digital consultations and guides trend analyses twice a year.

The principal and teachers have a startup meeting at the beginning of every schoolyear, at which the teacher provides information on choices that are made in the classroom and what goals the teacher wants to reach. This is preceded by another meeting in November. After CITO testing another meeting takes place, to analyse results and decide on a course for next period. This way, we ensure every child performs to the best of their abilities.

- We are always developing as a Dalton school. Our Dalton coordinators have written a Dalton handbook that reflects our daily routines perfectly. We never stop learning. To keep our Dalton certificate, every school is assessed by the Dutch Dalton Association every 2 to 5 years. They visit our school and assess our situation. We appreciate the assessment of our quality. In march of 2018 we were visited and received the maximum 5 years extension.
- An important point of focus is the care we provide to children with specific needs. The need to be challenged or the need for extra help are all examples of specific needs. During group consultation we discuss how we provide fitting help to every pupil at Dik Trom.
- We work hard to have a nice, safe and relaxed atmosphere at our school, so everyone feels like they belong. We pay special attention to rules and values and social skills. 'De Vreedzame School' methodology is strongly connected to this.
- The IT education at Dik Trom is fully integrated in our curriculum.
- Through classroom observations we can see if the way we want to work is sufficiently carried out by our teachers. At Dik Trom we work in a transparent, friendly environment where teachers, the teacher mentor, Dalton coordinators and the principal are always welcome in each other's classrooms.

- Reading has an important place in the education we provide. We celebrate the annual week of children's books every year, collaborate with the local library and our own collection of books is renewed every year. Our library is run exclusively by parents.



- We pay special attention to theatre, drama and dance. We participate in the 'Kunstmenu' of Pier-K. The children of Dik Trom are provided with a wide range of cultural education and art forms. We also perform for each other on several occasions through the year, at 'Podium'.

- For your child, their teacher is the most important person at school. We think it is very important that teachers feel appreciated and safe at our school. We ensure a comfortable working environment by providing coaching to starting teachers, consultation between colleagues and time to relax and enjoy each other's company.

- Annually, in the attachments to the school guide, you can read evaluations of the previous year and our resolutions for the current year.

Schoolplan

The policy resolutions and evaluations are described in the school plan of Dik Trom. This schoolplan can be requested at the principal's office.

Video coaching

Video coaching is one of the ways we guide teachers in providing appropriate care for our pupils. Starting and new teachers at our school receive video coaching. Professional video coaches are associated with our school. They make short video recordings that show interaction, organization and didactical skills. The teacher is the one being filmed. These recordings cannot be used for other purposes. Footage taken in the classroom remains with the video coach and are not to be shown to third parties. This method can also be used when student care provides difficulties. Parents will always be consulted beforehand.

Schooling

We are never done learning. Teachers have the possibility to take a course or get schooling. At Dik Trom there are teachers with special training on the subjects of teacher mentoring, school coaching, emergency response, Dalton, behavior, development in kindergarteners and IT. The entire team receives extra schooling annually. In previous years we have been specializing in the 'Vreedzame School' methodology, action- and development based education and Dalton. A varied range of courses and schooling, adjusted to the wishes of our team.

H.12. Practical matters and remaining information

Picking up and dropping off

Children that live near the school are encouraged to come to school on foot. When you and your child travel by bike, bicycles need to be placed in the appropriate area. The school is not responsible for any damage or theft. Cycling in the schoolyard is strictly prohibited. It's important that your children arrive and depart the school premises in a safe way.



Because there is a lot of activity around our school, the traffic situation can become complicated for children. That's why we ask that parents keep drop offs and pickups by car to an absolute minimum. Parents that have no other choice but to use their cars, we ask to take other participants of traffic into consideration. Safety and patience are very important. Parking spaces directly in front of the school are rare. More parking space can be found in the streets surrounding the school. It is not permitted and dangerous to park your car alongside the yellow line, or on the sidewalk.

Food and drink

Our pupils get the opportunity to eat during morning break. Carbonated drinks, candy and chocolate are not permitted. We encourage children to drink water and eat fruit. Please put names on your child's cup and lunchbox. Eating candy during lessons is prohibited.

Celebrations

We celebrate the following things at Dik Trom: Sint Maarten, Sinterklaas, Christmas and Easter. At the same time we teach children about the origin of such celebrations. Children that share different celebration from their culture can tell about it in class. Of course, the teacher provides information on this as well.

Sixth grade says goodbye to the school in a celebratory manner every year.

Annually we celebrate the Dik Trom party. We participate in fun activities in and around the school.

School trips

At the end of every school year all pupils take a school trip. Sixth grade goes to camp to end their time at our school. The price of the school trip, is announced during the school year.

Birthdays

When a child has a birthday, it can treat its classmates to a snack and visit every teacher. The child is gifted a big birthday card that all teachers sign. Please keep treats small! The birthdays of our teachers are celebrated on annual teacherday. This day is mentioned on the school calendar.

Pets

There are children with allergies or other conditions at our school. Because of this, pets are prohibited.

Head lice inspection

Head lice is a returning issue at all schools. The health department has advised us to inspect all pupils on a regular basis. Our school acts on this advise. The children are inspected according to a schedule and our head lice protocol. When lice are found, parents of the child with head lice are notified.



Lost and found

During the school year, a lot of things (mostly clothes), are left at school. We advise you to always put your child's name on their possessions. Things we find are put in the lost and found bin. You can always look there if something goes missing. Things that are not picked up by the end of the year, are given to charity. The school cannot accept responsibility for lost belongings or damage to personal belongings.

Turning in batteries

Empty batteries can be turned in at school. Near the main entrance there is a special bin for batteries. A full bin of batteries gets the school extra points, that can be used to buy toys.

Sustainability

At Dik Trom we contribute to sustainability. Our methodologies provide us with lessons but we also pay special attention to the subject of sustainability. What does this look like in practice?

- Our faucets turn off automatically
- In the bathrooms, lights with motion sensors are used
- We turn off the lights when we leave a room
 - at enrollment, students receive a drinking bottle. We encourage drinking from a bottle, rather than drinking from cans or cartons
- Rainwater is collected in our water tank. We use this water to water our plants
- Our water heater is limited to a maximum temperature.
- We recycle our garbage



School photos

Every year, we are visited by the school photographer. The photographer takes group pictures, individual pictures and pictures of siblings together.

Mobile devices

If there is an urgent reason to call home, children can use our school phone. If it is necessary for your child to carry a mobile phone, this needs to be turned off at the school entrance and can only be switched on when leaving the school. Usage of a mobile phone on breaks and/or turning off the volume is not permitted. The teacher is responsible for their own possessions at all times. Loss, damage or theft cannot be taken out on the school.

Sponsoring

Our school is sponsored by a couple of companies. The money we earn with sponsoring is directly being used to the benefit of our students. It means that sponsors support museum visits or school trips. Moreover, it offers us more possibilities when celebrating Sinterklaas, Christmas or the Dik Trom party. You can be a sponsor for our school starting from 175 euro's a year. Your logo will be shown at our website, newsletter and in our Sponsor newspaper. In this newspaper you give out information on your business. Your name will be mentioned on the sponsor board near the main entrance. Interested in sponsoring our school? You can contact our principal, Robert Corver.

Fire drills

Twice a year we organize a fire drill. During this drill, we see if agreements on fire safety are up to date. At Dik Trom, we have enough teachers that are trained prevention specialists. We have a emergency protocol that is updated yearly.