Welcome to

Vasa International School of Stockholm

ANNO 1998

Parent Handbook

Below you can find some useful information on our school, our routines and policies, as well as the Primary Years Programme.

Our mission statement
Vasa International School of Stockholm is a small, family-like, multicultural IB World school that strives to foster a challenging, open-minded and inclusive environment for its students. We aim to be caring and inspiring teachers, ambitious and principled students, and informed and engaged parents.

Our mission is to stimulate curiosity through inquiry and encourage respectful relationships between all stakeholders. We constantly seek to empower students to express themselves individually and collaboratively, preparing them for the challenges of the future and encouraging them to become lifelong learners and active global citizens.

Our philosophy

At Vasa International School of Stockholm we value and develop the international profile of all our stakeholders. As an IB World school, we are committed to the IB vision for the creation of a collaborative, diverse community united by a mission to make the world a better place through meaningful education.

At our school we promote the learning of different languages and the understanding of different cultures. Our students, their families and our staff are multicultural, multilingual and as a community we embrace and promote all those different identities and cultures. By aiming to instill the IB values into the hearts of all stakeholders we encourage our students, teachers and parents to strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, courageous, balanced and reflective.

As a school, we promote collaboration and effective teamwork at all levels and we inspire each other to ask questions and learn through meaningful inquiry. We set challenging goals and develop the perseverance to achieve them. We also value reflection as a means to deepen our understanding and to improve teaching and learning. As an IB school, we further value the importance of taking action as a means of connecting our learning to real-life situations and as a means to improve ourselves and the world around us.

The 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 programs of international education and rigorous assessment.

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

Welcome to Vasa International School of Stockholm!
We are truly happy that you have chosen to put your child’s education in our hands. It is our goal as an IB school to present all students with significant, engaging, relevant and challenging learning experiences. We strive to ensure that all children feel safe and develop as much as possible. This handbook aims to give you a better idea of the school regarding routines, administration and the teaching and learning that takes place here.

Vasa International houses approximately 400 students and more than 25 teaching staff members. We have 21 classes from preIB to MYP4 (Swedish grade 9). We are a certified IB World School that offers the PYP (Primary Years Programme). Our school also received authorisation to run the MYP (Middle Years Programme) in October 2017.

Our school offers two streams, the International Bilingual stream (50% teaching in English and 50% in Swedish, following the Swedish and the IB curriculum) and the International English stream (100% teaching in English and following the IB curriculum only).

The school was founded in 1998 by Mrs. Anette Parts and Mrs. Rita Ahonen, members of the school Board. The school does not have any particular political or religious affiliation, and is regulated by the Swedish National Agency for Education. The Principal of the school is Mrs. Anna-Karin Backman.

Facilities
Aside from well equipped classrooms, the school facilities include a lunchroom, gym hall, science lab, music room, visual arts room and a library. Our gym facilities are at our new sports hall on Döbelns gatan, where we offer a full range of gymnastics and performance arts activities to our pupils.

At our Johannesplan site, PYP 5 and 6, and all MYP pupils, have access to the School’s design studios that offer a full range of art, woodwork and textile courses. The preIB class with students of ages 5–6 is also located at Johannesplan. The ‘Annex’ at Upplandsgatan is our two-storey venue that hosts the Music and Arts classes for PYP5 and 6, as well as MYP.

The school also owns a farm a bit outside Stockholm, at Eknäs, where the children get to do different activities which are grounded in the IB requirement of learning by experience. The school has restored an antique – and now automated – greenhouse, where pupils have the opportunity to see and learn how a variety of fruit and vegetables grow. The site also features an assault course that tests students’ dexterity, motor skills – and sense of fun. A short walk from the main site, we also offer a variety of water-based activities such as kayaking and swimming.
Contact information

School Leadership
Head of school / Principal: Anna-Karin Backman
annakarin.backman@vasaintschool.se

PYP Coordinator and PYP Vice-Principal: Maria Angelidou
maria.angelidou@vasaintschool.se

MYP Coordinator and MYP Vice-Principal: Tobias Löfgren
tobias.loefgren@vasaintschool.se

After School Care (Fritids) Coordinator: Melissa Brice
melissa.brice@vasaintschool.se

All other staff may be contacted via first name.last name@vasaintschool.se

PYP Class Mentors 2019/2020

PreIB: Johan Jimenez and Malgorzata (Maggie) Awad
PYP1a: Kasia Twarog
PYP1b: Sonia Phal Dessai
PYP2a: Aimilia Karmi
PYP2b: Ashley McQuoid
PYP3a: Hanna Olsson
PYP3b: Jason McDonald
PYP4a: Anders Karlström
PYP4b: Natalie Tegidius
PYP5a: Anna Kraus
PYP5b: Zoi Galanopoulou
PYP6a: Anna Lindell
PYP6b: Simeon Vasilev

PE: Malwina Grudziecki
Swedish: Cecilia Öberg

Note: The class assistants will be announced at the beginning of the term.

General school guidelines

Opening hours
The building is open 7:45-18:00 daily. Due to safety reasons, children in the PYP must be accompanied by an adult or registered in the after school care program if they are on campus outside of school hours (school hours might vary, please check your child’s schedule).

Valuables
It is strongly discouraged to bring valuable items to school. Bringing valuable items such as computers and phones to school are at the owner’s own risk, and Vasa International takes no responsibility for lost or stolen property.

Lost and found
All property should be clearly marked with the student’s first and last name. A telephone number is also quite helpful in locating the proper owner of objects that get left around the school.

A lost and found box is located close to the back yard entrance on the entry floor. All objects that are found outside of classrooms (not on the hooks) are brought to the lost and found basket, unless there is a clear name on the article. All lost and found objects will be donated to a local charity if not reclaimed within one week of the end of each term.
Lunch

Students receive a free, healthy and well-rounded meal served each day in our lunchroom. The food comes from ISS World, a well known caterer that provides many schools in the Stockholm region with good food. Our food is 30% organic.

Special meals are available upon request. If you, for health or religious reasons, need to request a special diet, please fill in the form that is sent home in the beginning of each academic year. If you misplace or for any reason need this form, you will find it on SchoolSoft.

We would also like to let you know that we are a nut-free school and that no nuts are allowed in the school.

Student service

Special education needs

General guidelines

Vasa International’s commitment to the SEN program aims to ensure that the development of all students is the shared responsibility of all staff. We strive towards practicing inclusion within our school network, which is about responding positively to each individual’s unique needs. It also aims to minimize the marginalization of students due to their differences.

Pedagogical investigation – Action plan

To ensure that all students get the appropriate help they need, we follow guidelines from the National Board for Education regarding investigating all matters concerning a student’s welfare. The class teacher, in collaboration with the health care team, will establish a pedagogical investigation to examine the needs in each specific case. If the conclusion is that the situation requires measures that go beyond the teacher’s expertise, an action plan will be established. An action plan is always made in collaboration with the school health care team, student and legal guardian.

Compensatory aids

All students in need of compensatory aids will be given the opportunity to use them. Examples of aids could be: Stava rex, talsyntes or audio books.

School health service

General guidelines

The school health care team at Vasa International consists of a school nurse, a school counselor, a doctor, as well as a psychologist. During their time in school, all students are invited to individual health care visits and health guidance. The school
health care team also works with preventive care and they visit classrooms during the school year.

**Health records**
When a student is accepted to Vasa International, guardians will be asked to sign a health record requisition to approve that the school health care team may obtain the transfer of health records from BVC (Child welfare center), or the previous school.

**Vaccination**
The school health services offer all students vaccinations according to the national vaccination program, and the vaccinations started at BVC are monitored. Prior to vaccination, the students always bring information home and parental consent is needed before vaccinations are performed. If students have previously followed another vaccination program than the Swedish one, and have received vaccinations outside the BVC and school, the legal guardian is asked to submit a copy of the given vaccinations to the school nurse.

**Counselor**
Meeting with the school counselor and psychologist is available upon request.

**Educational counseling**
For the MYP students, Career and Educational Counseling is available on campus to help students select an appropriate high school program; Swedish or International. During Career Week, all students get a chance to explore different professions and the MYP students visit the High School Expo in Älvjö.

**Library**
Our librarian, is on site to help students with research and finding books appropriate to their interests and reading levels. The books from the school library are for school use. Regular visits to the city library are also made during the term. We consider our library a ‘hub of inquiry’ where students can conduct research and collect information for their lessons and other projects.
Administration and routines

SchoolSoft

Access
SchoolSoft is the school’s digital platform for administrational needs, such as attendance, schedules, test results and a lot more. You will be provided with the information regarding login once your child has begun school (or shortly prior to that). If you have not received the information by school start, please make sure you contact the school administration. If you would like help with the interface, you should contact the class teacher for further assistance.

When accessing SchoolSoft for the first time, make sure to fill in your contact details under “My Profile”. As the legal guardian, you are responsible for keeping these details updated.

Attendance
All reporting of attendance is done in SchoolSoft. If the student is to be absent from school, it is very important that you register this in SchoolSoft before 8:30 in the morning. All students need to be in class and ready to start the lesson by 8:30 a.m at the latest. Late arrivals affect the smooth operation of the lessons, so we urge you to be on time and to always inform the teachers if there is a special reason for arriving late.

Homework
Most teachers put homework in SchoolSoft to create easy access for you at home. There you can see when the homework is due and what it involves. Results from assessments may also be found on SchoolSoft. You can read our Home Assignments policy under the link on the last page of this Handbook.

Teacher planning
You will find the weekly lesson plans for each class on SchoolSoft.

Comments
If the teacher wants to comment on something specific that has happened during class regarding individual students, SchoolSoft is often used as a tool to keep you informed.

Documents
There is an array of different documents to be found on SchoolSoft under the heading “Files and links”.

School website (www.vasainternationalschoolofstockholm.com)
The school website is used as a first point of contact containing information for those who are interested in joining the school. There is a description of the school and the IB-programs offered, as well as the local curriculum. Interested families will also find application forms here.

Developmental talks and parent meetings
Developmental talks are held once a term and they are student-led. During the developmental talk, the teacher, student and legal guardian will go through the student’s academic and social development so far, and talk about the student’s
interests and what the focus should be on, up until the next development talk. The developmental talk will be prepared in advance by the teacher and the student.

There is a parent meeting at the beginning of each Autumn term and a Unit share day called Celebration of Learning (Open Day for parents) in the Spring term. During the parent meeting, the teacher meets all parents simultaneously to give general information of what is happening in school. It is also a time to discuss and ask questions about the different aspects of the PYP program. It is a great opportunity to get to meet other parents and exchange thoughts and experiences.

**Report cards**

Report cards are given out twice an academic year at the end of each term. They will contain a summative assessment of the student’s achievements in all subjects taught.

**Snack**

Please have your child bring a fruit/vegetable or sandwich every day. We kindly ask that you **do not** send candy, juice boxes, crisps, cookies, buns or similar. Occasionally, parents will be asked to provide packed lunch for outings and such (the same rules apply as for snacks). Please remember that it is forbidden to bring any kind of nuts to school due to serious allergy issues.

**Clothing**

As the PYP classrooms are shoe-free zones all PYP students need to bring indoor shoes. As the students will be outside every day, we strongly advise appropriate clothing based upon the current/predicted daily weather (keeping in mind that weather predictions are often wrong here in Stockholm...be prepared for the worst). We will go outside in rain, snow or hail. Make sure to mark student clothing clearly with name and preferably phone number, as this increases the chances of items being found and returned when lost.

During Physical Education, proper clothing for the activity at hand is required. Check SchoolSoft for further information from the PE teacher regarding what kind of clothing/gear that would be appropriate for each unit/lesson. If for some reason a student is not participating in an outside PE activity, an extra set of warm clothes is advisable when observing and participating only in group discussions etc.

**Classroom supplies**

Classroom supplies/equipment for students are provided by the school. This includes, but is not limited to pencils, notebooks, colored paper, portfolio binder, colored pencils, markers, etc. You are asked to provide one plastic pocket for home
assignments and one binder that the student takes home at the end of the year with all the work done throughout the year.

**Cell phones**

We do not advise children to bring cell phones as the school cannot assume any responsibility for the loss or damage of them while at school. However, if they are brought to school, the teachers will collect all cell phones in the morning and return them at the end of the day. If a student needs to use the phone during school hours, parents will need to inform the class teacher ahead of time.

**Absence from school**

If a student is absent from school due to illness, it is important that parents register this in SchoolSoft before 8:30. If not registered accordingly, this will be reported as unexcused absence and the teacher must contact the guardians sometime during the school day.

The teacher may give permission for up to five days leave each academic year. If you want to request vacation during school days, you need to fill in the appropriate form found on SchoolSoft and return it to the class teacher. The maximum number of days a student can take as extra vacation days is ten days. This needs to be approved by the school principal.

Remember to register absent days on SchoolSoft.

**Leaving your child at school**

When dropping your child off at school, please note that the parking spaces outside the school are very limited. Your chances of finding a spot in the morning are very slim. We strongly suggest that you leave your car elsewhere and travel by public transport.

As our school premises are quite crowded in the morning, we ask parents to NOT escort their children all the way up to the classroom. Parents with children in PYP1 are welcome to escort their child to the classroom the first two weeks of school. After that we would be very grateful if you would say goodbye to your child in the school entrance.

**ASC – After School Care/Fritids**

Vasa International recommends that children in PYP1-4 be a part of the After School Care program, as the ASC at our school is closely aligned with the IB curriculum, and one of its aims is to enhance and further develop the students’ learning and understanding of the English language. Besides the social development in PYP classes, an emphasis is put upon Arts-, Music- and PE activities both within and beyond the school campus. The ASC is open between 7:45 and 17:45, as school doors close at 18.00. Each family can pick up their child at their discretion. An afternoon snack is served each day.
The fee structure for enrollment in ASC/Fritids in the City of Stockholm is based on a percentage of the family income: 2% for the first child, 1% for the second and third, and 0% for the fourth. However, the fee shall not exceed 858 SEK/month for the first child and 429 SEK/month for subsequent children. Slightly different rules apply for the international English classes, which you will be informed about at the beginning of the term.
ASC will be closed during red days, study days and for the month of July. Please contact the ASC manager in good time if you need alternative options for the time that ASC is closed.

**Parent engagement**

We would like you to be active in your child’s school work, meaning that you discuss relevant assignments and chat with your child about the unit of inquiry at hand. You are of course welcome to come and visit us at school, however we would like you to communicate with relevant staff at least one day in advance to check that it is a suitable time.

We have an **active PTA** that holds meetings every term where the Principal is present. The meetings are open and the PTA would love to see more parents engaged.

As we are an IB-school, you will often be asked for your opinion regarding the IB. This could be via surveys, workshops, etc. Your participation is highly appreciated.
Teaching and learning in PYP

Being an IB world school means that it is our aim to educate for life. Our ambition is to create internationally minded and knowledgeable citizens. We know that our students get a good start for higher education, whether it be a Swedish gymnasium, the IB Diploma program or a college/high school somewhere else in the world. Many come back to visit providing us with positive feedback regarding the success of our goals.
IB Learner Profile

At the core of the PYP is the Learner Profile. These characteristics were identified by the developers of all four International Baccalaureate programs and provide a common core to the IB continuum. Students and teachers often refer to these attributes and strive actively on a daily basis to be:

Inquirers: Develop a natural curiosity about the world. Acquire the necessary skills necessary to conduct inquiry and research and show independence in learning.

Knowledgeable: Explore concepts, ideas and issues that have local and global significance. Acquiring in-depth knowledge and develop understanding across a broad and balanced range of subjects.

Thinkers: Exercise initiative in applying thinking skills critically and creatively to recognize approaches to complex problems, and make reasoned decisions.

Communicators: Understand and expressing ideas confidently and creatively in more than one language and in a variety of modes of communication.

Principled: Act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities.

Open-minded: Understand and appreciating their own cultures and personal histories and are open to perspectives, values and traditions of the other individuals and communities.
Caring: Show empathy, compassion and respect towards the needs and feelings of others. Having 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 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.

Language
As an IB school we are obliged to present the students with one language in addition to the language of instruction, so in our school all students are taught English from preIB. As we believe that all staff are language teachers, more than half of the staff in the ASC are native English speakers. Music and Arts are taught in English by native English speakers. PE is also taught in English.

Vasa International’s bilingual classes follow both the Swedish curriculum and the IB curriculum, meaning that from MYP 1, the students in the International Bilingual classes will receive a Swedish report card. The International English classes will receive a report card based upon the IB curriculum.

A variety of mother tongue lessons are also offered after normal lesson time for all our students. To find out more about which languages we offer and when please contact Rita Ahonen at rita.ahonen@europaskolan.nu.

You can read our Language policy under the link of documents on the last page of this Handbook.

Essential elements of the PYP
The PYP has compiled the five essential elements which are used in the classroom to aim towards a balance in the program of study. Below you will find the five essential elements which are used throughout a PYP classroom:

1.Knowledge
2.Concepts
3.Skills
4.Attitudes and
5.Action

Each essential element contributes to the social and cognitive development of a child. These essential elements create the foundation of the PYP and set it apart from other thematic approaches to learning.

1.Knowledge - What do we want the students to know?
As PYP is a transdisciplinary program most subjects are taught in our units of inquiry. We make sure that all students in the International Bilingual classes reach all demands regarding content and skills that come with the Swedish curriculum, Lgr II, but we also follow the IB scope and sequence documents. In the International English classes we strictly follow the IB curriculum for all subjects.
A school year at Vasa International always consists of six units of inquiry. These units are based upon a central idea, which the teacher and the students explore for a number of weeks, usually 4–6. Both students and parents need to be actively working with the central idea during the current unit. Doing so helps the students deepen their understanding and inquire deeper into the unit at hand.

**Sample Unit of Inquiry (UOI)**

**Transdisciplinary theme:** How we express ourselves  
**Title of unit of inquiry:** The impact of advertising  
**Central idea:** Advertising influences how we think and the choices we make  
**Lines of inquiry:**  
- The purpose of advertising  
- The types, styles and locations of advertisements  
- The devices used to make advertising effective and to influence our choices

The central ideas are formulated to fit under the six different transdisciplinary themes that are chosen from the IB for their global significance and illustrating the commonalities of human existence. The transdisciplinary themes are considered essential in the context of a program of international education.

**The PYP transdisciplinary themes:**
- **Who we are**  
- **Where we are in place and time**  
- **How we express ourselves**  
- **How we organize ourselves**  
- **How the world works**  
- **Sharing the planet**

All science and social studies education will be taught inside the framework of the units and often many other subjects will be part of them as well. If some of the subject specific goals and skills don’t fit under the unit work, they will be taught as standalone topics.

**2. Concepts** - What do we want the students to understand?

The teacher and students will look at the inquiry at hand through different conceptual lenses, to give the students chances to make connections over the subject boundaries. The teachers will choose two or three concepts for each unit that they think supports that unit, and they will make sure that all key concepts are used during the year.

**The PYP Key concepts:**
- **Form**  
- **Function**  
- **Responsibility**  
- **Reflection**  
- **Causation**
The most common use of key concepts is through questioning. Below are some sample questions for a given theme.

<table>
<thead>
<tr>
<th>Central idea</th>
<th>Key concept(s)</th>
<th>Question(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All living things go through a process of change</td>
<td>change, connection</td>
<td>How are the changes that two animals go through alike? (connection) How does an animal (e.g. butterfly) change during its lifetime? (change)</td>
</tr>
<tr>
<td>Through arts people use different forms of expression</td>
<td>function, perspective, reflection</td>
<td>What does expressing yourself through art look like? (form) How can different people have different perspectives on a piece of artwork? (perspective)</td>
</tr>
</tbody>
</table>

All units within all grade levels form together the school’s Programme of Inquiry (PoI). The PoI is reviewed every year to make sure that the horizontal and vertical development under each transdisciplinary theme is satisfactory. Our PoI is found on SchoolSoft, in every classroom, as well as in the above link with policies and other documents.

3. Skills - What do we want the students to be able to do?  
The importance of developing subject specific skills as well as skills that transcend subject boundaries is identified both in the IB curriculum and Lgr II. It is important for the student to not only learn certain skills, but also to understand them and to be able to connect skills in different subject areas to each other. When studying a certain unit of inquiry, the teacher identifies which skills will be necessary for the students to develop and understand. The students will also have time to reflect over the skills and to what extent they think the skills were applied in that certain unit of inquiry. Below you can find the specific skills the IB has determined essential for the development of the student.

<table>
<thead>
<tr>
<th>Thinking Skills</th>
<th>Social Skills</th>
<th>Communication Skills</th>
<th>Self-management Skills</th>
<th>Research Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquisition of knowledge</td>
<td>Accepting responsibility</td>
<td>Listening</td>
<td>Gross motor skills</td>
<td>Formulating questions</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Respecting others</td>
<td>Speaking</td>
<td>Fine motor skills</td>
<td>Observing</td>
</tr>
<tr>
<td>Application</td>
<td>Cooperating</td>
<td>Reading</td>
<td>Organization</td>
<td>Planning</td>
</tr>
</tbody>
</table>
4. **Attitudes** - What attitudes do we want the students to demonstrate?

As the PYP program strives to educate the whole child, it has identified a set of personal attitudes that are necessary to become an internationally minded person who grows up to live and interact with people and society. The teacher will look for and discuss these attitudes with the students, thus making the attitudes an important part of everyday life in school. They are assessed, incorporated into the portfolio, and become a part of the report cards.

<table>
<thead>
<tr>
<th>Appreciation</th>
<th>Creativity</th>
<th>Independence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commitment</td>
<td>Curiosity</td>
<td>Integrity</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Confidence</th>
<th>Cooperation</th>
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<tbody>
<tr>
<td>Empathy</td>
<td>Enthusiasm</td>
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<table>
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<tr>
<th>Respect</th>
<th>Tolerance</th>
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</thead>
</table>

5. **Action** - How do we want the students to act?

The PYP believes that successful inquiry will lead to responsible student action. As an IB school, it is Vasa International’s obligation to make sure that there is opportunity for action within the unit of inquiry. The teacher will guide the students in choosing action, and acting and reflecting over their action in order to make a difference in the world. The form of action will of course look very different depending on the grade level. Action can and will take place both guided in the classroom and independently elsewhere. As parents, we would like you to report to the class teacher anything that the child has said or done as a reaction to something learned at school, especially if it shows that your child has developed a sense of sensitivity towards bigger issues in the society.

**Action beyond the classroom - An example:**

*A parent reports to a teacher that her four-year-old child has taken action at home, after having been on a school excursion to a recycling station/sewage treatment plant/centre:*
Parent: *On your trip did the children learn about water conservation?*
Teacher: *It was one component of our investigations. Why do you ask?*
Parent: *Because during the weekend I was starting the shower for my son. He ran out of the room and came back with a bucket, and put it in the shower. When I asked him what he was doing, he replied: “I’m catching the water that is not hot enough yet for my shower, so I can save it and give the garden a drink after my shower.”*
Teacher: *That’s really interesting. He is taking action as a result of what he learned. Please let me know if this continues and if you notice anything else.*

As stated above, action as a result of an inquiry can take place anywhere and anytime. Therefore, teachers would be very happy if you told them about action the students take at home or outside of school, as it is powerful evidence of one of the essential elements of the PYP.

**Assessment**

**Formative assessment**

During the unit of inquiry or current subject area, the teacher will check the student’s development so that it is moving in the right direction, that no misconceptions have arisen, that the student understands where to move next, and to develop as much as possible in regards to the goals of the area of work. Examples of how formative assessment can take place are:

- journal entry
- quiz
- mini-conference
- observation
- short response
- project

**Summative assessment**

At the end of a unit of inquiry or a subject area, a summative assessment is done to see to what extent the student understands the central idea or the goals set up for the area of work. The assessments are recorded and lay as a foundation for the IUP, where teacher, student and parents together look at the student’s whole school development.

A part of the assessment plan is the **portfolio**. In the portfolio the student gathers evidence of development, understanding and work that the student is particularly happy with. The student gets to reflect over what and why a specific piece of work should be put inside the portfolio. The portfolio follows the student through the whole PYP so as to make the development in different subjects evident. At Vasa International, we use the online digital portfolio Kidblog. New students will be provided with a login code, as well as a school email address to be able to access the digital portfolios.
As a final assessment in the PYP and as a culmination of all the years of work in the Primary Years Programme, the students in PYP6 need to prepare the ‘Exhibition’, which is a very important part of the PYP. In the final year of the programme, students undertake a collaborative, interdisciplinary inquiry process that requires them to identify, investigate and propose solutions to real-life issues or problems. They then present their findings to the community. The Exhibition offers students an exciting opportunity to demonstrate independence and responsibility for their own learning and it is also a way to celebrate their transition from the PYP to the MYP.

To find our complete assessment policy and other relevant documents please visit: https://padlet.com/vasa_international/4zxrzxo85yec

We wish you a wonderful school year here at Vasa International School of Stockholm!