



# **Marmara Educational Institutions**

## **International Baccalaureate Primary Years Programme**

### **ADMISSION POLICY**

**JULY, 2022**



**MARMARA EDUCATIONAL INSTITUTIONS**  
**REGISTRATION ACCEPTANCE PROCEDURE (2022-2023)**

**STUDENT REGISTRATION AND TRANSFER PROCEDURES**

- Student registration and transfer procedures are carried out via “e- okul” in accordance with the Ministry of National Education Regulation on Primary Education Institutions.
- A pedagogue interview is held before enrollment for preschool. According to the result of the pedagogue interview, the parents are directed to the registration. Suitable for registration for the age group 36-48 months 4 years old, 48-60 months 5 years old, 60-72 months 6 years old.
- Parents of students who want to enroll in Private Marmara Primary and Secondary School make an appointment with the school administration to get information about the education program of our school. The school is introduced by giving detailed information about daily functioning, curriculum program, framework program of our school, courses taught, curriculum, assessment-evaluation system, parent-teacher communication system, activities, after-school and weekend studies, tuition fee in the meeting with the parents by the education manager of the relevant unit.
- The enrollment status is decided by conducting a guidance meeting with the students who apply to enroll in the first grade of primary school.
- Students who apply to the 2nd, 3rd, 4th, 5th, 6th, 7th and 8th grades will first have a guidance interview and then take an exam according to their grade level. The result of the interview and the exam is shared with the parents. If the student's school change is resulted positive in terms of guidance, enrollment is approved.
- In addition, students are admitted by conducting a level determination test (for students studying in 4th, 5th, 6th and 7th grades of other schools) and guidance interview conducted in accordance with the MoNE Regulation on Private Education Institutions.
- In case of vacant quotas in intermediate classes, the transfer procedures are carried out in accordance with the "MoNE Regulation on Primary Education Institutions Transfer Transactions" according to the order of application.



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# **Marmara Educational Institution**

## **International Baccalaureate Primary Years Programme**

### **INCLUSION POLICY**

**JULY, 2022**



## MARMARA EDUCATIONAL INSTITUTIONS

### Inclusion Policy (2022-2023)

#### Introduction:

INCLUSIVE EDUCATION , which is the practice of the Ministry of National Education, is applied for students with special needs in our country. Integration according to the Special Services Regulation of the Ministry of National Education;

**ARTICLE 67-** Integration; These are special education practices that provide supportive education services based on the principle that individuals in need of special education continue their education and training in official and private pre-school, primary, secondary and non-formal education institutions together with their peers without disabilities.

**ARTICLE 68:** Each individual in need of special education has the right to receive education in the same institution with his / her peers.

#### Our goal:

With an interdisciplinary approach that involves all relevant people who will support student learning throughout the school; an approach that takes into account the individual characteristics and needs of students, social, emotional, cognitive and academic differences is adopted.

#### Our Applications:

In the kindergarten, our counselors come together with our classroom teachers and make one-on-one interviews and studies with students who need special education and support. Meetings are held to inform families where necessary. Class teachers manage the process in cooperation with the counselor and family.

After enrolling in primary school, students are observed by their class teachers, branch teachers and Counseling and Guidance Service teachers assigned for all levels. The parents of the student whose difference is observed are invited to a meeting and information is exchanged. If the student has a recognized special education need, Ministry of National Education Inclusive Education program procedures are applied. If the difference of the student is not diagnosed, if he shows signs of attention deficit, excessive mobility, hyperactivity and impulsivity that are not suitable for the student's age and development level, the parents of those students are contacted and the family is directed to the Guidance Research Center or a specialist for diagnosis and intervention. If there is a cognitive situation, BEP (Individualized Education Program) is applied. Special plans and programs are prepared by the teachers. BEP meetings are held and their reports are delivered to the counselor at the end of the semester and placed in the BEP file. School Psychological Counseling and Guidance Service does not have the authority to make a diagnosis.

The supportive approach to the child, which differs from the expected level compared to their peers in terms of individual characteristics and educational competencies, is applied in cooperation with the counselor, classroom teacher, support teacher, family and specialist.

Another important issue is the cooperation between parents of students with special education needs and teachers. Parents of students with special needs support their development by reinforcing their knowledge and skills at home with the practices recommended for their children. Parents of other children also support their children by showing positive attitudes towards students with special needs.

With a student-centered approach, the curriculum is updated according to the needs of the classroom teachers and all other teachers in line with the developmental characteristics and needs of the students. In-class teaching and learning activities include adaptations and arrangements in line with the learning style, pace and characteristics of all students, and are supported by additional studies and resources.

In addition to these studies, the special education teacher in our support room observes the in-class performance of the student in need of special education. Collects information about the required student from the class teacher and special education teacher family. The student's level of readiness is determined. Interactive studies are carried out with the "BEP" and "ZEP" programs about the student and progress is made in line with the annual plans. If necessary, individual studies and exams are prepared for the student. Methods and techniques are determined according to the learning profile and intelligence type of the student. Methods and techniques may vary in the process. Methods and techniques shape the pace of student learning. Methods and techniques; creative problem solving phases, auditory perception, productivity, thinking skills, numerical processing skills, brainstorming technique, lateral thinking, interactive learning environment, defining and re-evaluating arguments, figure-ground relationship, hand and eye coordination, depth perception, analytical thinking, connective thinking, synthesis thinking, post processing, "ba" method, sensory integration, epizolig intelligence (long-term memory) and phonological awareness. The situation of the student is managed in cooperation with the special education teacher, classroom teacher and family. Education continues until the student reaches a certain learning level.

Psychological Counseling and Guidance Service makes evaluations within the framework of the annual study program determined for the group every year in order to determine the different abilities and learning styles of the students except for their special education needs. Evaluation results are analyzed and teachers are informed about the learning differences and learning styles of students in classrooms. Thus, when teachers prepare unit plans, they take into account the structures of their students in their classrooms.

In addition to these studies, the Psychological Counseling and Guidance Service conducts values education studies with all students within the annual plan and attention activities, group work and social skills activities (assertiveness training, anger control, communication etc.) to support students with difference.

School administration follows the requirements of Private Marmara Primary School Special Education Needs Policy. It holds evaluation meetings and is updated when needed.



# Marmara Educational Institution

## International Baccalaureate Primary Years Programme

### LANGUAGE POLICY

JULY, 2022



## **MARMARA EDUCATIONAL INSTITUTIONS**

### **LANGUAGE POLICY (2022-2023)**

Marmara Private Schools aim to raise students who are able to express themselves both in mother tongue and different languages, who are lifelong learners and global citizens. The school's Language Policy has been developed in order to bring an institutional perspective to language education. Marmara Private Schools developed this language policy to focus on the philosophy for language teaching and learning and to enable a common belief to achieve our aims and objectives on second language teaching and mother tongue support. The language policy is reviewed and revised according to the needs of the school administration and faculty staff and the changes in the PYP and practices.

### **LANGUAGE PHILOSOPHY**

We believe that language is at the heart of learning and the key to all learning. All teachers at Marmara Private Schools are language teachers. Language learning at Marmara Private Schools refers not only to the learning of a specific language, but also it includes any and all activities that bring about learning, and that it is a key to learn about our own culture and the cultures of others to develop international mindedness. Through languages taught at the schools, our students develop their skills, attitudes and attributes of IB learner's profile and acquire knowledge.

### **LANGUAGE PROFILE**

All of our students speak Turkish .We have got only a few bilingual students. Besides foreign language teachers, a few subject and homeroom teachers can speak other languages. We have parents speak foreign languages and parents with foreign nationality.

### **MARMARA PRIVATE SCHOOLS LANGUAGE EDUCATION PRINCIPLES**

- The language of education is Turkish.
- Students use languages including mother tongue and other languages they are learning as a medium of inquiry.
- The schools attach great importance to foreign language teaching; however it is drawn attention to "Language pollution"
- It is the common responsibility of teachers, parents and students to ensure the language development of students.
- Language education is practiced through a context and related to the units of the inquiry.
- We give on-going feedback on students 'progress in all languages
- We provide for language support beyond the classroom
- The students have free access to the school library; besides they have library lessons to improve their research and language skills.
- We believe that the prior condition of being successful in education is using mother tongue well. Therefore, the students are encouraged to use Turkish –mother tongue- appropriately, accurately and effectively.

## **MOTHER TONGUE EDUCATION AND DEVELOPMENT**

.Effective communication in the mother tongue and its development are common objective of all courses. The school has all necessary library and media resources for students to develop the mother tongue. We have arrangements to encourage our students to read books and think reflectively. A book fair is organized every year for student to obtain the books in mother tongue and in the foreign languages that they are learning. Every year, a book fair for our students is organized to get the books in their own language and in the foreign languages that they are learning. Within the scope of this one-week organization, seminars are given by the famous authors and the autograph sessions are organized. Besides, the mobile book store *Pufin* (a vehicle) visits the school every year.

## **SECOND/FOREIGN LANGUAGE EDUCATION**

Students start learning English as of kindergarten and the second foreign language (German, French, and Spanish) as of 3<sup>rd</sup> grade. Students who need support in language learning are provided with extra course hours on Saturday as of 3<sup>rd</sup> grade. Studies during the lunch breaks and on Wednesdays after school are for the students who ask for help. The willing students are guided for summer schools in England and USA with the purpose of developing language skills. For developing interest in foreign languages and for increasing self-confidence; the students are encouraged to take Cambridge University ESOL tests. As far as the second foreign language is concerned students are encouraged to take DELF for French, DELE for Spanish and FIT for German. The school's success rate in these exams is above the average of İstanbul and Turkey.

## **ASSESSMENT POLICY**

The language assessment policy of Marmara Private Schools is based on the process and product assessment. Assessment should focus on process as well as product. Through the rubrics teachers assess students, student assesses students and student assesses herself/himself. The students also have progress books and portfolios. The portfolios are presented and assessed once year within the scope of a programme. Besides the reports card by Ministry of National Education, each term the students are provided with a special reports in which their language process is assessed.

In accordance with the renewed National Educational Practices, process and product assessments, rubrics and journals could be used for each course. In other words, the National Educational Practices and PYP practices are integrated on a common ground.

## **STUDENTS WITH SPECIAL NEEDS**

As a school we are aware of the fact that students with special needs, both academic and social or personal, need a different development programme. If the ongoing classroom modifications do not solve the problem of such a student, counsellor, homeroom teacher, and if needed principal or the assistant principal review the student's situation and decide on an action plan.



## **DUTIES AND RESPONSIBILITIES**

In Marmara Private Schools, all personnel, administrators and IB coordinators work in cooperation to develop, practice and revise the school's language policy. The language policy is introduced to the new teachers by the department heads before the academic year starts. The duties and responsibilities are identified in the job descriptions of the related parties.

## **LIBRARY IN LANGUAGE EDUCATION**

In Marmara Private Schools, it is attached great importance to the richness and diversity of language sources in the library. With the purpose of encouraging students to use library (in relation to mother tongue) there is a library hour for each grade level once a month. The list is prepared monthly for the books read and the questions on the books are prepared and the students are assessed. The students who read books the most are determined through the charts on the walls of classrooms and appreciated.

To develop reading habits of students in foreign language, e-library is used. Through the application, students read the books and do the activities in accordance with their levels. The students who read books the most are given certification. Besides, there is classroom library in the classrooms. Students bring the books for the classroom library.

Within the frame of reading programme, the school hosts writers and poets to make contributions to intellectual development of learners.

## **IB LEARNER PROFILE AND ITS IMPORTANCE IN LANGUAGE POLICY**

The learners at the school are;

- Inquirers; using language as a tool to access and interpret information
- Thinkers; expressing clearly ideas, feelings and opinions
- Communicators, listening effectively
- Risk-takers; having self-confidence
- Knowledgeable; having knowledge
- Caring; using languages accurately and appropriately
- Principled; knowing the importance of social language and its effect on human beings and societies
- Balanced; using speaking and listening skills in a balanced way during communication
- Reflective; using language skills in different areas
- Open-minded; respecting for diversities and for similarities and differences between languages

## **OTHER WORKS CARRIED OUT FOR ENHANCING LANGUAGE DEVELOPMENT OF STUDENTS**

### ***A. Educational Clubs***

There are various educational clubs in the school including Turkish Drama Club, English Drama Club and Creative Writing Club. The main purpose of these clubs is to make contributions to the learners' cognitive development through acquiring creative reading and writing skills. MUN club and E-twinning project partnership is carried out within the scope of English course. Within the scope of Turkish course, 'Language Pollution' project is carried out.

### ***B. Extra Studies***

Parents are informed about the development and progress of students regularly. For primary and middle school there are parent-teacher meeting hours. Moreover, there is an application named 'communication books' in primary school to ensure the communication between parents and teachers. Through the analysis of assessments by the advisors in the middle school, students who need extra studies are provided with the extra courses on weekends or after school.

### ***C. Presentation Days***

There are Presentation Days organized at each grade level starting from kindergarten. The learners present their products on subject or courses they choose to the parents. At the end of the 4<sup>th</sup> grade PYP Exhibition is organized. The learners prepare presentations and projects of global issues. Presentations are highly important for students to use language effectively, appropriately, accurately and confidently.

### ***D. Contests***

The contests including story writing, debate, vocabulary and dubbing are organized at the school to improve language education and encourage creative, enjoyable and intellectual environment.



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# **Marmara Educational Institution**

## **International Baccalaureate Primary Years Programme**

### **ACADEMIC INTEGRITY POLICY**

**JULY, 2022**



## **MARMARA EDUCATION INSTITUTIONS ACADEMIC INTEGRITY POLICY (2022-2023)**

An academic integrity policy in line with the expectations of the IB has been developed at Marmara Education Institutions. Our institution accepts academic honesty as an important part of education, and the belief that the efforts of others should be respected is adopted by all our staff, students and parents.

Along with the academic honesty policy, studies are carried out with our students throughout the academic year in order to develop their researcher-inquiring and principled learner profiles. Thus, students;

- a- Quoting or transferring without citing a source,
- b- Using a knowledge or idea as one's own knowledge or thought,
- c- Presenting an assignment prepared by someone else as your own,
- d- It is prevented from having someone else do the requested assignment.

During the development and evaluation of these profile features, our teachers, PYP Coordinators, administrators and librarians work together and our principles in this regard are passed on to our parents and students. The policy is made available to the school community on its website and school documents.

As Marmara Education Institutions, our expectations for academic honesty from our teachers, students and parents are as follows:

### **Teachers,**

- They adopt the principles of academic honesty and become a model for students in this regard.
- They make sure that students take responsibility for their own work and are able to work independently.
- They distribute group work equally.
- They respect students' opinions.
- They teach the principles of academic honesty and effectively monitor student work.
- They encourage students to use original sources.
- Inform their students about citing and reference sources in order to avoid the problem of presenting citations as their own thoughts.
- It does not use pirated publications and does not allow them to be used.

### **Students,**

- They are aware of the principles of academic honesty.
- They know the importance of using original resources.

- When asked to work individually, they only take responsibility for their own work.
- They do not copy the thoughts or work of others.
- They know the rules of quotation and reference sources according to their level.
- They act impartially when analyzing the information they reach.

### **Parents,**

- Adopts and supports the academic honesty policy implemented by the school.
- Encourages their children to act in accordance with the academic honesty policy of the school with their attitudes and behaviours.
- They encourage their children to use original sources.
- They observe their children while doing internet research.
- They help their children access information. When evaluating the success of the student, he considers his/her efforts and development in the learning process. He knows that the main factors in academic success are not only grades, but also knowledge, ability to access information, respect for knowledge and forms of expression.
- Knows that the duties given to the student by the school are the responsibility of the student. He doesn't fulfill these responsibilities himself.
- It does not use pirated publications and does not allow them to be used.

As educators and learners, our aim is to convey the importance of academic honesty to our students, parents and the school community. Our goal in this regard is in line with the PYP's philosophy, learner profile characteristics and skills.

In case of violation of academic honesty principles, our students are asked to repeat the same task from the beginning. Parents and administrators are informed about this.

Our teachers and librarians work together to create activities at all levels to improve our students' research skills. Detailed information on research and related activities is found in the library policy and annual library plan.

After the policy is created, the recommendations and opinions of all teachers and administrators in the school are taken and necessary additions and corrections are made. This document is revised every two years.

# **Marmara Educational Institution**

## **International Baccalaureate Primary Years Programme**

### **ASSESSMENT POLICY**

**JULY, 2022**



## **MARMARA EDUCATIONAL INSTITUTIONS ASSESSMENT POLICY (2022-2023)**

Marmara Private Schools developed this assessment policy to focus on the philosophy for assessing teaching and learning, to develop assessment procedures and methods of reporting to parents and to enable a standardization. The policy is developed with close corporation with the administrators and teaching staff and reviewed in the light of the needs of the school and the student and the changes in the PYP and practices.

### **PHILOSOPHY OF ASSESSMENT**

As Marmara Private Schools, we believe that assessment which involves the gathering and analysis of information about student performance is integral to all teaching and learning and identifies what students know, understand, can do and feel at different stages in the learning process.

At Marmara Private Schools students are assessed against National Curriculum requirements and PYP assessment criteria.

Our schools are responsible for organizing relevant, effective assessment according to the PYP requirements and in our own organization for the programme.

In relation with the PYP requirements, effective assessment in our schools allow students to share their learning and understanding with others, demonstrate a range of knowledge, conceptual understanding and skills, know and understand in advance the criteria for producing a quality product or performance, express different points of view and interpretations and analyze their learning and understand what needs to be improved. It also enables the teachers to review and reflect on student performance and progress collaboratively and plan in response to student and teacher inquiries. As a part of school community, parents have the chance to develop an understanding of the student's progress and provide opportunities to support and celebrate student learning.

The assessment policy of Marmara Private Schools is based on formative (helping students to understand their progress and how they could improve) and summative assessment (judgement at the end of a learning period about a student's achievement in relation to the objectives of the course). Continuous assessment is an integral part of our teaching.

### **ROLES AND RESPONSIBILITIES**

At Marmara Education Group, the teaching staff, administration, and PYP coordinator work cooperatively to develop, implement and to revise the school's assessment policy. The teaching staff is required to use the assessment guidelines published in this policy besides the national curriculum requirements. Before the new academic year starts, the school's assessment policy is explained to new teachers by the PYP Coordinator. The role of the supervisor of the personal project is determined in the personal project booklet.

### **STUDENTS WITH SPECIAL NEEDS**

As a school we are aware of the fact that students with special needs, both academic and social or personal, need a special consideration. Classroom would be modified in order to create the best learning environment for every student. If the ongoing classroom modifications have not solved the problem, counsellor, homeroom teacher, and if needed principal or the vice principal review the student's information and decide on an action plan.

### **TUTORING**

In order to assist students on the difficulties or missed lessons we provide office hours. They can either arrange an appointment with their own teacher or the trainee teachers or the tutor of the students with special educational needs assist them on the office hour. At the weekends the students also have the opportunity to attend the make-up courses

## **REPORT CARDS**

PYP Report cards, as feedback about student development are given to the students each term apart from the report cards prepared according to the National Ministry of Education.

In the PYP report cards, attitudes and skills designated according to PYP descriptions can be seen as rubrics. Students comment on their development on the attributes of learner's profile and home room teachers also comment on their overall progress as learners at this point. The report cards also reflect the academic development of students in each subject area according to the criteria set by subject teachers. The reports of the first semester, given out in January cover the entire semester and the end-of-the-year report in June is based on the assessment in the second semester. Before the parent-teacher conference each term a brief report of the exam scores are given to the students and the parents. This is a procedure of the National requirement. They are designed to give an at-a-glance picture of the effort a student is making. It can also alert parents to any lack of effort. Excellent performance is recognized with prizes and certificates awarded at school assemblies.

In the report cards skills and attitudes are assessed in rubrics and academic progress in each subject area according to the following;

Always  
Usually  
Sometimes  
Rarely

## **UNIT EVALUATION FORMS**

After each PYP units, an evaluation form is filled according to each student's abilities and they are sent to the parents. There is a part for the parents as well, they may write their opinions of the students and the unit.

## **PORTFOLIO**

Portfolios are composed of selected student works. These student's works are; projects, performance assignments, students'/teacher's assessment, works with self-assessments, portfolio feedback forms filled in previously, tasks showing the students' development.

Besides these, social responsibility projects, tasks showing the students' special abilities and performance, (not only the class-room assignments but also the tasks, students completed outside the class hours, their special abilities, the competitions they participated in the name of the school, etc.)

Not only the summative assessment but also the formative assessment of the works are put in the portfolios. As portfolios present the related samples for students' weaknesses and strengths; these records can be used to designate the students' learning needs.

The learning experiences in the portfolio are from various aspects of the curriculum. It is used to show the development in knowledge, conceptual understanding, transdisciplinary skills, attitudes and attributes of the student profile. Besides its usage as an assessment tool, portfolio is used to report students' improvement to themselves, to their parents, teachers and administrators.

The students should refer to the related skills, attitudes and the attributes of learner's profile in their file and power-point presentations. The students should explain the steps of the Project, the process to their parents. For example; the difficulties, emotions, the purpose of the Project, etc.

Portfolio presentations are scheduled for each grade level according to the students' choices. The interview includes the parents, students and teachers. The students discuss their understanding with their parents and teachers who are to support them in this process. The students are responsible



for reflecting on their ideas about the task, they chose from their portfolio folders with the supervision of their teachers. At the end of the portfolio presentations, the students, parents and teachers make cooperation for designating the strengths and areas of improvement for the students. This, urges the identification of new objectives and in this process the three of the parties determine what kind of support to provide in achieving these objectives. The teacher is an integral part of the process and takes notes during the discussions. These notes, can be used in the written report afterwards. All the parties should understand the format and their roles before the interview.

## **THE PRACTICES OF THE ASSESSMENT POLICY**

In all the grade levels the personal engagement of the students, the classroom activities, projects and facilities are assessed against various criteria appropriate for the nature of the work. This assessment is done either by the teacher, the peers of the students or by the student himself/herself. With this evidence it is easy to assess students in terms of gathering information, presenting this information, drawing conclusion and developing attitudes. Students can see the strong and weak aspects of their work. In this assessment procedure, students learn to be objective about their own learning. This way they are able to guide their own learning process.

Oral and written tests are held regularly according to the objectives addressed in the subject guides. Students have two/three common written exams for each subject area in each semester. A student missing such an exam is responsible for arranging a make-up as soon as possible. Excuses for missing a written exam can only be accepted with a doctor's certificate. Teachers are obliged to assess the students continuously and to keep appropriate records.

Written and oral exams help teachers assess target skills during the year. Written exams provide written data about students' performance and progress throughout the year. The exams are prepared by the subject-area teachers according to different learning levels and styles of the students. The assessed exam papers are handed out to the students so that they can identify the things which need improvement. When needed, some parents are invited to school to give feedback. This way not only students but also parents take precautions to cover the missing parts.

An oral exam grade is submitted according to the students' preparation for the course, bringing the course materials along, participation, doing homework regularly and reflecting on what is learnt in the class.

Homework and project works are given to the students in order to enable them to revise what they have learned. We make students understand the importance of due date since time management is an important skill to be improved. Rubrics are inevitable tools for teachers and students. They make it easier for students to establish full understanding of the project work and clarifying the confusing points for the students. The assessment is done out of 100 points and it is transferred to the grading system out of 5.

Students also take the exams of the University of Cambridge Local Examination Syndicate (UCLES) each year. Here the aim is to receive feedback with the help of the international exams.