GÁNDARA

INTERNATIONAL SCHOOL

CURRICULUM DESIGN FOR ELEMENTARY

(2020-2021)

CONTENTS

1. INTRODUCTION

Gándara is an international learning space, which follows an educational model based on active and experiential pedagogy, inspired by Montessori philosophy, with prepared environments and manipulative material. It offers individualized attention and respectful support to each girl and boy.

The school is located in a natural environment, and interaction with nature and the use and enjoyment of outdoor spaces are constantly promoted.

In this document we try to define the objectives and the means that our school has to guarantee the effectiveness of the teaching-learning processes, to achieve more structured, organized and coherent teaching. This will always be characterized by its flexibility and its adaptation to the needs and individual rhythms of the students.

In general terms, the objective of Gándara is to educate in a holistic way.

The IRR of Gándara International School establishes:

Article 24. Education Curriculum Levels Project.

The Education Curriculum Levels Project is the development and specification of the curriculum of each corresponding education level or stage, also known as grades e.g (preschool, kindergarten, first grade, second, grade, as well as groupings such as, lower elementary and upper elementary) These stages or levels need to be developed in a way that integrates and interrelates the different facets of the educational action of the Center, in accordance with its Pedagogical Framework.

The Education Curriculum Levels Project will include, at least:

a) The specification of the objectives of each stage or level (a.k.a. grade/grouping). e.g. (1st, 2nd grade, etc.. / preschool, lower elementary, upper elementary)

b) The sequencing of the contents.

c) The pedagogical methodology.

d) The evaluation and promotion criteria.

e) The measures to attend to diversity awareness.

f) The coordination measures of each area or subject with the rest of the pedagogical activity at the Center.

g) The functioning principles and organization of the student/teacher guiding sessions.

The Education Curriculum Levels Project is approved by the teaching staff of each corresponding level and/or grade and by the educators who participate in the academic and formative actions of the students of that stage, according to the procedure determined by the Management Team.

The Director of the Center manages its preparation, execution and evaluation.

Primary is a fundamental stage in the process of personal growth and development. It is when our social world opens up to include peers and that situation occurs mainly in our day-to-day scenario. It is a time for the opening and confirming of many personal learning and autonomy processes.

It is an intense phase, with many key processes for the creation of personality, personal interests and the acquisition of diverse tools for their development. Therefore, it is important to accompany them with awareness and with constant reflection on their processes, bearing in mind the great responsibility that is given to us as guides that accompany them on their learning journey.

2. EDUCATIONAL CONTEXT

Gándara International School is located en the parish of Mañufe, Gondomar, in Pontevedra, Galicia.

The population of Gondomar is around 15,000 inhabitants and is about 25 km from Vigo, the closest city, with approximately 300,000 inhabitants.

Mañufe is a parish, about 2 km from the center of Gondomar, with 1,413 inhabitants spread over 24 neighborhoods or population entities, which offers contact with nature and the possibility of

getting to know life in rural Galicia. These resources are constantly used by the teachers and offered to the preschool students. The interaction with the neighborhood and the environment are part of the pedagogical and leisure proposals on a regular basis in this educational stage.

The area is close to major holiday towns such as Baiona, Praia América and Panxón, which attract numerous vacationers each year. Other important nearby towns are Valladares, Nigrán, Tomiño and Tui.

The climate is damp because it finds itself in a valley with a river close to the school. Rains are frequent, especially in winter, which favor lush and diverse flora.

Adjacent to the school we find the church of San Vicente de Mañufe, which hosts numerous celebrations throughout the year in its plaza.

In August 2018, Gándara obtained the license from the Xunta de Galicia to function as a Foreign College (CPREX) in Spain, thanks to the temporary accreditation of NEASC (New England Association of Schools and Colleges) passing the name of Gándara International School.

The educational offer is aimed at a population who shares our pedagogical model and is sensitive to educational and upbringing models that are innovative and respectful of individual rhythms (Active Pedagogy, Montessori etc).

The families that come to Gándara are mostly middle class, with a medium level of education, professionals and with a low unemployment rate; They mainly come from Vigo, Cangas and from nearby areas such as Nigrán, Valladares, Tui etc.

The average age of the parents is around 35-45 years. Most families have one or two children. One fact to note is that in many families only one of its members works, in many cases by personal choice, to provide more dedication and time to their children.

The language used by our families is mostly Spanish, although there are Galician speaking families and others with one of the parents being foreign, and therefore, they communicate in English, Dutch, etc. much of the time. Some also use other peninsular languages such as Catalan. This strengthens the international and

intercultural character of our center, which especially attracts families with this profile.

3. LEGAL FRAMEWORK:

This document is based on current regulations:

- Royal Decree 806/1993, of May 28, on the regime of foreign school centers in Spain.

- Preliminary title and in articles 10, 12.2, 13, 21.2, 22, 25 and 26.1 of Royal Decree 8/1985, of July 3, regulating the Right to Education, as well as in the regulations that develop them. RD 806/1993).

- Royal Decree 8/2013, of December 9, for the improvement of educational quality.

- Royal Decree 732/1995, of May 5, which establishes the rights and duties of students and the rules of social harmony in schools. (BOE, 06/02/95).

- Royal Decree 229/2011, of December 7, which regulates the attention to the diversity of the students of the educational centers of the Autonomous Community of Galicia in which the teachings established in the Royal Decree 2/2006, of May 3, education are implemented.

- Decree 105/2014, on September 4, establishing the curriculum of elementary education in the Autonomous Community of Galicia.

- Order of June 9, 2016 regulating the evaluation and advancement of students studying elementary education in the Autonomous Community of Galicia.

- Order of July 22, 1997 regulating certain aspects of organization and operation of schools for early childhood education, schools of elementary education and schools for early childhood and elementary education dependent on the Department of Education and University Planning.

- Decree 8/2015, of January 8, by which Law 4/2011, of June 30, on community behavior rules and participation of the educational community in matters of social harmony and school behavior is developed.

- Order of July 17, 2007 regulating the perception of the singular component of the specific complement by tutorial function and other teaching functions.

- R.D 1058/2015, of November 20, which regulates the general characteristics of the tests used for the final evaluation of elementary education.

- Royal Decree 132/2010, of February 12, which establishes the minimum requirements of the centers that teach the second stage of early childhood education, elementary education and secondary education.

4. OBJECTIVES OF ELEMENTARY EDUCATION

In order to define the elementary education objectives, we follow the objectives established in Decree 105/2014, dated September 4, which establishes the curriculum for elementary education in the Autonomous Community of Galicia, highlighting those related to the acquisition of social tools and tools for personal life.

- Know and appreciate the values and community behavior rules, learn to act in accordance with them, prepare for the active exercise of citizenship and respect human rights, as well as the pluralism of a democratic society.

- Develop individual and team work habits, effort and responsibility in study, as well as attitudes of self-confidence, critical thinking, personal initiative, curiosity, interest and creativity in learning and an entrepreneurial spirit.

- Acquire skills for the prevention and peaceful resolution of conflicts that allow them to develop autonomously in their

family and domestic environment, as well as in the social groups with which they are related.

- Know, understand and respect the different cultures and differences between people, the equal rights and opportunities of men and women and the non-discrimination of people with disabilities or for any other reasons.

- Develop their capacities in all areas of personality and in their relationships with other people, as well as an attitude contrary to violence, prejudice of any kind and sexist stereotypes and discrimination on issues of-sexual diversity.

- Know, appreciate and value the cultural, linguistic, physical and social singularities of Galicia, highlighting the men and women who made important contributions to Galician culture and society.

- Know and appropriately use the Galician language and the Spanish language, and develop reading habits in both languages.

- Acquire in at least one foreign language the basic communicative competence that allows them to express and understand simple messages and to develop in everyday situations.

- Develop basic mathematical skills and start solving problems that require elementary calculations, geometric knowledge and estimations, as well as being able to apply them to everyday situations.

- Know the fundamental aspects of the natural sciences, social sciences, geography, history and culture, with special attention to those related and linked to Galicia.

- Be initiated in the use, for learning purpose, of information and communication technologies, developing a critical spirit before the messages they receive and elaborate.

- Use different representations and artistic expressions and get started in the construction of visual and audiovisual proposals.

- Value personal hygiene and health, accepting your own body and that of other people, respecting differences and using physical education and sport as means to promote personal and social development.

- Know and value the animals closest to the human being and adopt modes of behavior that favor their care.

- Promote road safety education and respectful attitudes that affect the prevention of traffic accidents.

5. DEVELOPMENT CHARACTERISTICS

These characteristics respond to natural development processes, but we will take into account the following:

- They are discontinuous and non-uniform.

- Learning does not always occur at the same rate, there may be individual phases where one focuses on a difficulty and as a result other learning slows down.

- The level reached in each phase determines and conditions the next one.

- Not all children develop equally. We will take these stages as a reference, but not as a rule.

According to Piaget's theories, boys and girls from the age of 6 or 7 leave the pre-operational stage, to enter the stage of concrete operations, in which they leave behind egocentrism, and open up to the world and develop their ability to experience and understand it. We will consider the following characteristics:

- From the concrete to the abstract:

  They can make formulations about knowledge related to their experiences, with concrete things, while abstract knowledge

is making its way, especially in the second cycle (between 9 and 12 years old).

- Learning through discovery:

Piaget stresses that learning must be from the inside out and that it is very important to focus their learning on the intellectual, emotional and social growth of the child in a natural way, so that the adults who accompany them must provide a space where they can provide situations that give way to personal constructive processes. Discovery activities should therefore be a priority.

Learning is an internal constructive process. Therefore, we must give importance to cognitive conflicts or cognitive contradictions in order to reach learning through our own and meaningful reflection.

- Horizontal social interactions:

At first they are self-centered and cannot put themselves in the other person's shoes. But throughout this stage the need to belong to their peer group grows, at the same time that they detach themselves from that self-centeredness and enter the world of socially accepted behavior. This need to belong to the group creates segregation and marks the separation of the sexes.

It is a prime age to develop social skills. Groups are created where roles are determined and, at the end of this phase, a greater number of collaboration and cooperation activities appear among them. They go from accepting the rules that are imposed on them to a phase in which feelings of justice and respect for group members appears.

- Interactive learning:

Social interaction favors learning. Children learn by putting themselves in each other's shoes and by comparing themselves to each other. Learning experiences must be structured in such a way that cooperation, collaboration and the exchange of points of view are facilitated in a joint search for knowledge.

In the child's life there is a parallel in the development of knowledge and social relationships and emotions, but children seem to progress somewhat faster in their understanding of the physical world than in their understanding of how to structure relationships in their social world. In their efforts to accomplish their goals, children collide with the intentions of others, initiating in their mind a process of ordering and setting limits.

- Desire for knowledge:

The child is emerging from their early childhood stage, more focused on themself and their closest environment to open up to the world. They have a great curiosity and desire to learn, which makes them devote all their attention to their social and cultural environment. They want to live experiences and they want to know the details of things, investigate them and become familiar with them. They are curious. They like to accumulate objects due to their status as a real thing. With a taste for the tangible, they go through the culmination of childhood.

- Motor skills and the "Consciousness of the self":

The physical experience assumes an awareness of reality that facilitates problem solving and encourages learning. The quality of movements tends to reflect the effects of somatic growth and neuro-physical development (Picq and Vayer).

Throughout this stage, the awareness of their body is consolidated through their natural experiences of discovery and self-control, so it is vitally important not to guide their physical process and rather to offer a space where they can carry out their own experimentation. From the age of 9 or 10, the almost definitive maturation of the central nervous system allows the child to further increase their motor skills thanks to a better cognitive exploitation of their active experience. At this stage, motor skills focus on the support of visual guidance. At the same time, their communication movements will help them discover the latest improvements in social interaction.

- Need to be autonomous:

  Throughout this stage, the discoveries and learning that they acquire and their establishment of belonging to the world and to the group, lead to their need for autonomy, decision-making and cognitive management of learning (especially after 9 and 10 years). Emotional and social connections are closely related to the capacity for autonomy and personal balance and it is one of the capacities that most influences the integral development of children, since their autonomy and self-esteem depend on it.

- Step from fantastic to real:

  The fact of opening up to the world and being curious about what is real, separates them from the fantasy world of the early childhood stage. They develop a progressive objectification of the world.

6. MOTIVATION AS A DRIVING FORCE

Although we have considered the evolutionary characteristics of a child, we also want to consider some characteristics related to any stage of a human being's development, and that we consider will impact our line of pedagogical strategy. To do this, we want to highlight concepts that we consider influence and determine the learning process:

Differences between curiosity, interest, need and motivation.

Our pedagogical line will focus on finding a common thread of logical learning in line with the nature of each child and therefore, we want to differentiate between the possible channels that we consider important to be able to carry this out:

- Curiosity: the learning procedure is driven by a prior lack of knowledge that you want to discover, but it is not a sign that it is in the child's interest.
- Interest: once a discovery is experienced, it generates a taste or pleasure that encourages further investigation (can be personal or situational).

- Necessity: these are processes that the subject carries out to achieve their survival and well-being.
- Motivation: It is driven by the achievement of challenges and their personal and social rewards.

Taking these concepts into account, we give priority to being able to attend to the needs, which are those that will ensure the safety, well-being of the child and the possibility of letting their interests and motivations flow.

According to Maslow, there are several types of needs organized by the following levels:

- Physiological: all related to the survival of our body and our life.
- Safety: when physiological needs are covered, the need to feel safe appears (stability, dependence, absence of fear, protection, limits ...). Children need an orderly and predictable world, if they do not have a structure, they feel insecure.
- Of belonging and love: when the above are covered, the needs of group membership, acceptance and social adaptation appear.
- Self-Esteem: the valuation of oneself, the security of the person and the self-esteem that promotes strength, freedom, self-confidence …
- Self-realization: Although all the previous needs are covered, there is a need to go further in relation to the possibilities themselves. Being able to satisfy the needs of self-realization will generate a higher level of psychological health.

Motivation starts from a need that is not being met. Reasons for doing something arise when there is a need. They may be reasons for approximation or avoidance.

The human being is curious in nature, seeking sensations, plans ... We want to overcome obstacles and set other challenges to relive the feeling of satisfaction. But at the same time we feel frustration, fear, pain and look for ways to get away from it. Therefore, the pursuit of well-being guides motivations. In this process, consequences can occur; achievements or failures, which will redirect motivations.

Types of motivation:

- Intrinsic motivation: Those that start from oneself, those that one does for pleasure and that are guided by real needs. They promote the initiation and persistence of the search for satisfaction, encouraging us to discover and face challenges.
- Extrinsic motivation: Motivation because of an external reason or response, be it positive (awards, praise, social acceptance, rewards ...) or negative (punishment, criticism ...). In this case, motivation is a means to achieve a prize or avoid punishment, and not the end in itself of the activity.
- Motivation of achievement: is a type of social motivation, which is based on achieving achievements and avoiding failures within your social environment. It can become competitive or personal (preventing others from reaching it).

When intrinsic motivation is altered by extrinsic motivation, it loses its naturalness and is transformed.

Motivation increases when children are aware that the results depend on them and their actions and not on chance or the actions of others. This will promote effort and the desire to confront problems that may appear.

Motivation and work through challenges:

Setting goals requires motivational consequences: directing attention to the task, mobilizing effort, increasing persistence, and promoting effective strategies. For a work process with established goals to be productive, there must be feedback, a self-evaluation that defines and values the work done. According to Bueno (1995), there are two ways of setting goals:

- Learning goals: where the child is involved, tries to learn from mistakes, looks for improvement strategies, makes a realistic self-evaluation, distinguishes that failure can be due to lack of effort.
- Execution goals: They do the homework to validate their ability, they do not want to take risks, they are afraid of what others will think of them, they attribute the difficulties and mistakes they encounter to their lack of capacity, their failures

hold them back, they compare themselves to others, and lack a realistic auto-evaluation or concept of themselves.

In the first case, they see the companion as an assistant in their process, while, in the second, they see him as a punishing and demanding "police". The goal for the former is positive, while for the latter it is a personal threat.

For this reason, many boys and girls may fall into the avoidance of work (Elliot Sheldon and Chuch, 1997).

Based on these ideas, Bandura (1997) develops the concept of feeling of self-efficacy, which comes to be, the confidence that each one has in their capacity in the learning process.

In this sense, Bandura distinguishes 3 elements: the value of the result, the expectation of the result and the expectation of self-efficacy (personal abilities). If you don't have confidence, you won't have motivation.

7. METHODOLOGICAL CRITERIA

The key to the pedagogy of our school lies in our methodology, in how we are going to ensure that the objectives are met, in how we are going to accompany the boys and girls to learn, respecting their rhythms, their processes and encouraging them to be motivated to do it. A methodology that gives a new air to current systems and promotes learning through the children's own experiences and processes, that adapts to them and that we can take advantage of and enrich the natural processes that occur in their evolutionary process .

The complexity lies in finding the balance between the freedom we want them to have in order to respect their interests, rhythms and autonomy processes, and the adult accompaniment and discipline that guides their processes, regulates and enriches them: a balance between intrinsic motivation and the extrinsic, that promotes a rich development, where children become people with tools to face the world and with a consolidated self-esteem and security.

We establish the following pedagogical criteria that will regulate the learning process in our school, taking into account the evolutionary

characteristics highlighted by Piaget and that the basic needs mentioned by Maslow are met:

Creating a safe environment:

Once the physiological needs are met, the need for security appears. If a child is not in our space, protected and safe, his main motivation will fall on satisfying this unmet need, so it is necessary to create a safe and harmonious space for the boys and girls. For this, we believe that we must create:

A series of rules and limits of respect and behavior that ensure the general welfare of the educational environment.

Limits: The limits are those that ensure both physical and psychological safety.

Rules: those that have to do with behavior, social harmony, and well-being.

The Appendix document defines the limits and rules of the school. The document is reviewed and evaluated annually.

Order and structure that defines activities and responsibilities.

The existence of limits is also reflected in the design of a work structure that organizes the work of boys and girls throughout the morning, while providing a routine that favors certainty and predictability in the development of daily events. And takes into account their motivation and personal effort.

The structure and its operation are reviewed annually and the pertinent changes are generated that will be reflected in the annual curriculum plan.

Possibility of freedom and independence in decision making.

To promote the subjective feeling of security, we must also promote freedom, independence and autonomy. In this way, they can also feel control over some things, they feel free to experiment, to comment, to decide.

Close and respectful emotional support.

Children constantly face fears that threaten their sense of security and confidence. That is why we have to accompany their fears, make them feel supported, that our security helps them build theirs.

The companion has to accompany their frustration in the face of fears allowing them to experience it and to find their own tools to deal with it. Avoid falling into giving excessive advice, recommendations, distractions.

Accompaniment in social adaptation

When the environment is favorable for a child to feel good and safe, their needs will fall on the emotions linked to social adaptation. This is a process that is complex in primary school, since the child is opening up to the world, but has not yet had time to acquire all the tools necessary to navigate social situations. An intense process is opened that generates many emotions and frustrations. At this point, it is important:

- Allow the child to experiment and find their own tools.
- Facilitate the possibilities of conflict resolution between them and accompany the mediation.
- Social harmony workshops and days:
- Adaptation of children with difficulties in social relationships
- Establishment and debate of community behavior rules.
- Develop a community behavior plan (Appendix) and evaluate its operation.

Accompaniment in the formation of the individual, their confidence and esteem

Children are in a phase of establishing and organizing their learning and channeling it towards themselves and their own esteem. At the same time, they face challenges, naturally seeking to develop, improve themselves and evolve. It is important that an adult is nearby watching over these processes:

- The companion must make a conscious observation of the children in order to assess their emotional and personal state: they must approach when a child shows signs of discomfort, frustration, neglect, apathy ... in a close and loving way. The child must feel that he has adult support.

- Allow children to express their emotions, without making judgments and applying active listening.
- Look for strategies with them that help them find solutions.
- Valuing and celebrating achievements, making them participants in them and without making excessive judgments.
- Guide their learning processes, helping them to establish their rhythm and work structure.

Accompaniment in their self-realization processes:

- Favor the decision-making process, autonomous conflict resolution and self-management of their work.
- Accompany them so they learn to self-evaluate their processes. Allow them to experience error, but without "abandoning" it, and to live it as a part of learning. In addition, accompany their achievements and celebrate them with them, not falling into positive reinforcement and excessive praise, and encouraging them to value their results themselves.
- Create a space where they can be autonomous: avoid doing the tasks or activities they can do for themselves and teach them how they can do it. Do not advance evolutionary stages, respecting their own rhythms and without asking them for achievements for which they are not yet prepared, physically or emotionally.
- Create an environment prepared with different possibilities for personal growth and the need for knowledge: In order to feel self-satisfaction, it is important that there exist in the space possibilities that allow them to overcome challenges, that open doors to knowledge, that allow them to experience and feel the satisfaction of achieving their goal.
  - o Material and experiential resources: they must be in an environment where they can satisfy their curiosity, without obstacles in the development of their interests.
  - o To do this, we must provide material resources and interesting activities that are motivating for them. The same companion must transmit that motivation and enthusiasm, which the student will receive as a motivating incentive. (Important: the companion feels passion for what he does and presents).
  - o Individual guiding sessions: monitor their processes and their emotional stability at school. Guide the

self-management of their goals and help them in the self-evaluation of their personal organization and learning. (More developed in the Appendix Teacher Guidance Plan).

- Motivation and effort
    - o Assess the capacity for effort and the goals that are proposed: if they are learning or execution goals, if those goals are far from their interests or coincide with them ..., if they are too easy or too difficult…
    - o If the most basic needs are not met, it is difficult for this phase of self-determination to proceed smoothly.
    - o Self-assessment of goal setting.

Bring a wealth of learning methods:

Our school aims to offer a methodological diversity with the aim of facilitating useful and global learning. We trust that methodological diversity favors a richer and more varied acquisition of learning tools and diverse knowledge.

We encourage the child to be the active subject of the learning process

We give vital importance to the methods that allow discovery and experimentation, as Piaget points out, without ruling out, on the other hand, more directive or abstract processes (especially in the last stages of primary school).

- Experiential and experimental activities:

    As Piaget comments, learning is significant when it is the result of one's own experience and the reflection and conclusion after said experience.

    We seek a wealth of activities and materials that promote experimentation. We can highlight:

    - o Manipulative materials
    - o Manipulative materials
    - o Experimental Workshops
    - o Experiments
    - o Others: field trips, projects, debates

- Cooperative work:

  We believe that children have to prepare for their inclusion and social relationship with others. For this reason, group activities and management tools that they acquire from:

  - o Project
  - o Presentations
  - o Experimentation Workshops

- Debates and school assembly:

  Essential group activity in the school where the operation of the school is discussed, problems are solved and rules are defined.

  It is also a space for meeting, cohesion and enjoyment of the peer group.

- Personal goals / challenges:

  Individual (or collective) goals, recorded in the student's agenda, and monitored by their guiding teacher during the guiding sessions.

  They are important because they are based on the child's motivations, interests and personal rhythms.

- Projects

  A project involves a structured process and an end result, which requires organization, timing, involvement and commitment. They can be of various types:

  - ○ Research: the final product is a document or report, and part of a question or curiosity.
  - ○ Creation with a physical or artistic result: the final product is a creation (architectural or engineering model, electronic circuit, film, video clip, radio ...)
  - ○ Literary: the result will respond to some textual typology (magazines, stories, correspondence ...)
  - ○ The result is an action: event management (excursions, street markets ...

- Teacher-led classes

  Teacher-led classes offer children the opportunity to learn to listen, to focus and to analyze the information they receive. Furthermore, they open doors to knowledge and new interests. It is important that the classes are done with enthusiasm and that there is some interaction. They can be done by the companions or by the children preparing in advance (Show and share).

- Pedagogical visits and field trips

  We consider them to be a very rich means of opening up to meaningful experiences in the real, everyday world. Visits that may respond to active interests or the discovery of new knowledge will be sought.

- Variety of materials:

  The space must offer a richness in the diversity of materials and experiential opportunities that allow them to access, in an experiential or abstract way, a wide range of knowledge.

- Expert visits:

  We consider it very enriching that adults from the social environment (families, neighbors ...) come to the school environment, to show children aspects related to their professions, hobbies, etc., favoring the idea of "open and integrated school in the environment"

- Games & Play

  Play is a motivating agent, it is the way they are used to and enters into their natural evolutionary process, making it a very valuable channel for children to access new learning (especially the first cycles of primary school)..

- Tracking guides:

  The textbooks or the didactic syllabus or program created can help to guide and structure the learning in cases that are necessary, both for the companion and for the child, looking for models that promote our principles.

- Active learning through new technologies:

  New technologies can provide a great opening to knowledge that can favor the satisfaction of curiosities that cannot be answered at school. They can also provide active tools of great utility to work on different content areas.

  New technologies will have less presence in the early ages that still require a multiplicity of experiential experiences, but they will gradually take center stage during upper elementary.

Methodological Assessment Criteria

The analysis, self-evaluation, review and adaptation of our methodological principles is key to our idea of commitment to constant improvement and educational quality.

When to evaluate:

- During the course: according to the implementation of the various methods and the problems that may arise.
- In the annual final evaluation: more carefully at each point.

What will be evaluated:

- Effectiveness: analysis of the effectiveness of the different mechanisms, processes and policies of the evaluated school.
- Implementation: analysis of the effectiveness in the practical application of the different process evaluated, by completing the corresponding checklists. "
- Improvement proposals: deadlines for incorporating them and checking their effectiveness.

How it will be evaluated:

- Self-evaluation records
- Annual Final Evaluation
- Meetings

Who will evaluate it:

- Governing board and elementary team teachers: The constant evaluation of the educational activity will be complemented by a constant training process for the center's staff.

8. STUDENT GROUPINGS

Throughout their time in elementary education, children face many changes and we will accompany them according to the rhythms and needs of each age, all the while trying to establish a work routine that makes them increasingly autonomous and responsible for their own learning processes.

Children have the need to belong to a group of equals, in order to find their place and understand who they are. It is important that they can distinguish their reference groups and relationships to benefit from the social situations and learning opportunities that arise within them.

We differentiate the following groupings:

Level	Stage	Age	Characteristics
Lower Elementary	Stage 1	6 a 7	- Games are what is most present - Simple and flexible work structure - Simple academic challenges / goals - Times for focused concentration are gradually introduced.
	Stage 2	7 a 9	- A stronger and firmer structure is implemented in children's schedules - More ambitious academic challenges / goals - Consolidation of Lower Elementary minimum academic content
Upper Elementary	Stage 3	9 a 11	- Firm work structure - More time spent working - Greater self-regulation - Greater commitment to the objectives / challenges set (by themselves or by the school)
	Stage 4	11 a 12	- Firm work structure - Consolidation of Upper Elementary minimum academic content - High school preparation

We consider the ages indicated for each stage a reference point, but not a hard rule. There is flexibility for children to belong to a stage that doesn't correspond to the indicated ages for that stage, according to the characteristics of each individual child.

Lower Elementary children share spaces in the new house and Upper Elementary children in the large house.

The fact that children of different ages are together has many advantages:

- They share knowledge and there is a greater diversity of roles in their teaching-learning processes.
- Children adapt to the peer group in which they are most comfortable. They can adapt their academic and social rhythms.
- Enrich the social interactions and the situations that occur within them.
- There is the possibility of accessing diverse resources adapted for different levels, not just the one that would correspond to their age.

9. RESOURCES

PERSONNEL RESOURCES

In general terms these are the institutional bodies that attend to the pedagogical management of elementary education and affect how elementary education activities function and are carried out. These bodies' functions are explained in more detail in the Internal Rules and Regulations (IRR), but in this document we highlight the following features:

Governing Board:

- Define the basic pedagogical lines of the educational project, supervise and evaluate the pedagogical functioning of the school.
- Present to make decisions regarding difficulties that may arise in the day to day operations and functions of the school.
- Promote the improvement of educational quality.
- Serve as a support to the teaching team and encourage their continuous education and training.
- Perform constant monitoring and evaluation:
  - Specific observations (at least one week each quarter) on the school's operation in order to verify that the pedagogical and methodological principles are being met, with their corresponding subsequent meetings with the teaching team/s.
  - An annual final evaluation where the pedagogical activity of the elementary levels (both lower and upper) is broken down and improvements are sought in all aspects.

Management team:

- Accompany the pedagogical function favoring its operation and effectiveness, solving complications, supporting from a managerial perspective and coordinating with the teaching teams.
- Maintain fluid and close communication with families, promoting cooperation and good social harmony and informing them in an organized way about the educational and functional aspects of the school.

Teaching Staff:

- Manage and carry out the educational activity, adapting it to the pedagogical principles of the school.

- Work on their personal approach towards education, and face their educational endeavor from a place of passion and strength, utilizing a constructive and positive approach.
- Have tools that promote educational quality: conscious observation, adaptation to diversity, fluency in decision-making, conflict resolution and proposals for improvement ... (Explained in more detail in the IRR and the appendix that refers to teacher self-evaluation).
- Manage their teaching activity in a coherent, organized way that meets the proposed objectives.
- Have a wide variety of resources that culturally enrich the school and promote learning, motivation and spur new adn different interests.
- Develop syllabus and learning plans that adapt to the reality of the group, with specific adaptations for those who have greater difficulty.
- Self evaluation
- Teaching Teams for different Education Levels (Preschool, Lower & Upper Elementary)

Families and educational environment:

- Cooperate and coordinate the education of their children while respecting the pedagogical guidelines and functioning of the school.
- Support and reinforce the personal processes that take place at school in the family environment.
- Provide educational wealth, sharing activities and proposals.
- Contribute to the proper functioning of the educational community.

Relevant appendixes: Annual general evaluation (where the self-evaluating criteria of accompaniment in elementary school are established, Internal Rules and Regulations (IRR).

PHYSICAL RESOURCES: INSTALLATIONS

The environment and physical spaces of the school are designed with children in mind, so that they can feel comfortable and safe. Children can learn by experimenting, living, developing their autonomy and facing their challenges from a place of personal interest and pleasure.

We consider that the elementary spaces must have the following characteristics:

- Comfort: That they be spacious, bright and that they facilitate free circulation for all boys and girls, paying special attention to those who have difficulties that affect their movement.
- Safety: They must be free of active dangers.
- Have the necessary furniture to satisfy children's study and comfort needs.
- Have furniture that makes adaptation and organization of resources possible, facilitating accessibility (or not, depending on the material and safety) for boys and girls.
- Learning environments organized by sections that help children to orient themselves and adapt according to their educational needs and purposes.
- Have rules of care and organization that promote the well-being of materials and individuals and strive to maintain social harmony.
- Surprise factor: the environment must not be static, it must be alive, it is one more educational resource that can be adapted to their needs and interests.
- Pleasant: they must have a pleasant and clean appearance, without excessive stimuli, to achieve a more pleasant living space, which allows students to feel, do, and perceive with greater wealth and depth.
- Environments that facilitate relationships, both interpersonal and those that occur between people and the materials that make up the environment.

We see the educational environment as a link between the school and the environment, and between the people who inhabit it and between them and the materials. This network of links is what fills active schools with life: dynamic, changing, adaptable schools full of options to enhance the creativity of the people that participate in the educational community.

In conclusion, we can say that the environment is a space with a soul, a space inhabited by people who establish significant relationships and who leave their mark on said space.

The role of the teacher is to ensure that the spaces have these impacts on children, carrying out a constant evaluation and intervening in case the established educational objectives are not being met.

Taking these criteria into account, the elementary education spaces would be the following:

SPACE	CHARACTERISTICS
Social & Natural Sciences	Space where students can work on content related to the social and natural sciences.
Laboratory	Space to investigate and carry out experiments.
Mathematics	Space to learn mathematics equipped with Montessori manipulative material.
Languages	Space equipped with specific materials for language learning: Galician, Spanish and English.
Arts & Crafts	Space for the development of art and crafts.
Projects	Space for active projects

Library	Reading area and organized storage of written resources (consultation and reading).
Space for workshops and classes	Area equipped to carry out group activities.
Games and Expansion	Space with games and more relaxed activity proposals.
Zona de psicomotricidad	Indoor space for movement and construction with large foam blocks and pieces.
Exterior	It has various resources and motor possibilities.

In these spaces students have free movement, but they are regulated by a structure of work times and workshop hours organized by groups and areas. The advantage of this free movement is that it provides a better adaptation to individual rhythms and facilitates autonomy and work motivated by the students' own interests.

In the educational planning and syllabus by area, the specific characteristics of each space will be defined in greater detail.

Those responsible for the room and area, must carry out a constant evaluation throughout the course and a more specific one at the end of the course, to assess if the educational purposes of the space are being met and if modifications must be made in order to improve the educational possibilities offered by them.

MATERIAL RESOURCES

According to Álvarez, the pedagogical materials are "any object, game, technical medium ... capable of helping a student to raise questions, suggest concepts or materialize abstract ideas."

What function do we want the materials to have?

In each subject area's syllabus, information on specific materials is expanded.

Those responsible for each area must verify that their materials comply with the corresponding educational purposes, and carry out necessary renovations or improvements.

We can differentiate manipulative, printed, audiovisual and digital materials.

We want them to meet a series of conditions and characteristics:

- We want them to be a means of enabling the child to achieve the higher order learning highlighted in the High Order Skills. We do not want it to be a mere element that provides content, but that they can, through these resources, reach full learning and the acquisition of important and useful tools for their lives.
- They must follow a logical and organized pedagogical order in the space they are in.
- Attractive and stimulating. The material has to entice, both aesthetically and functionally, it has to attract the child's attention and awaken their interests, inviting them to interact with it.
- Adapted to the child's evolutionary stage, adapted to their rhythms (the teacher must know the child and know which material they can introduce to them).
- Accessible: that children can use the material autonomously and independently.
- Self-correcting: the material allows the child to detect errors and find solutions (above all, this characteristic is fulfilled by the manipulative materials).
- Safe. That it meets the corresponding safety regulations.
- Diverse. That it does not favor attitudes of discrimination of a sexist, racial or cultural nature.
- They have to allow a complete learning process, with its corresponding phases: showing and observing, proposing

and manipulating, posing, evaluating and solving problems, searching for and developing strategies.

- Changing and with a surprise effect. Depending on what materials (especially social and natural sciences), they must be renewed or alternated to cause the surprise effect. When the materials are no longer interesting because enough has already been used, the proposals must be renewed.
- Its use must take place respecting a series of rules of order and cleanliness.
- Variety and richness.

MANIPULATIVE MATERIALS

Boys and girls are in a phase where feelings and experiences have a great impact, therefore, we want to offer possibilities for them to learn, reflect and understand through experimentation, and that this experimentation makes them go beyond their own knowledge. Manipulative materials can provide these experiences and in our school we give them special importance.

Cascallana (1988), classifies manipulative materials into two types, unstructured materials and structured materials. Unstructured materials are objects in the environment that the child manipulates in a natural way and that favor diverse learning. Structured materials are those specifically designed to develop concrete learning.

In elementary school, especially in lower elementary, we have a wide variety of structured and unstructured materials.

 Advantages of using manipulative material:

- It allows them to learn by investigating or doing, which facilitates the detection of errors and self-correction.
- They allow reflection on concepts. This reflection is the basis for building one's own ideas.

- They recreate different situations that in a more abstract resource are presented in a static and limited way, where the child is less active.
- They arouse interest, make learning more enjoyable, and provide a faster means of learning for those who are not proficient in reading.
- They adapt to the needs and rhythms of each student.
- They intuitively show the content, the process of reaching the content is more complex and makes them go through several phases.
- When manipulating objects children are active with several senses stimulated simultaneously.

PRINTED MATERIALS

Printed materials are those resources that use verbal codes. Their main purposes are the consultation of information, access to knowledge and written pedagogical proposals. But the importance again lies in how these resources are used. Books and other printed resources allow the child to open up to knowledge and what we seek is for them to do so in an active way: investigating, working with search tools and information management, being able to develop an autonomous use that responds to their own self-management process. Developing the process of reflection, hypothesis statement, their own conclusions and critical thinking.

Some of the written resources are:

- Reference books: They are a source of consultation and knowledge that can be accessed.
- Reading books: relaxed reading
- Teaching books: textbooks with curricular content and pedagogical proposals.
- Isolated and specific pedagogical proposals.
- Printed and photocopied materials

AUDIOVISUAL MATERIALS

These resources present information using acoustic, optical, or a combination of both media types. We mainly use visual and audiovisual resources.

Images can provide a lot of information and analysis on different content. It is present in many of the school's materials such as the life timelines, Montessori nomenclatures or posters.

Audiovisual media through videos, reports ... are used less in Lower Elementary and more in Upper Elementary, in order not to abuse the use of screens during the ages of 6-9 years old, but also to access knowledge in a more active way.

Visual and audiovisual projects are carried out, which may end up as school resources.

DIGITAL MATERIALS

They are the educational materials that are presented in a digital format.

The digital world in our school is incorporated in a limited and gradual way, only to reinforce, expand or access experiences that can enrich learning.

We see that technological devices occupy an increasingly broader place in our lives and that they are hyper-stimulating, therefore, we want to be careful with their use. We also want to ensure that the desire to use technological resources is not greater than a child's interest to learn. Nor that they reject vivential learning experiences in favor of using technological resources because of their stimulating nature. Our orientation towards the use of ICT is one that favors children learning to use technology as a tool. We do not want its use to be a way to simply keep children busy, accessing

content without further educational purposes. The use of technologies will focus on:

- Access information and open a management process that involves being active and developing High Order Skills.
- Learn to search, analyze and filter the information found online, with critical analysis.
- Use creative and active resources (editing programs, editing, design ...)
- Interconnection with the environment and the world
- Raise awareness and educate students about the responsible use of ICT as well as its possible risks, favoring debate on its use.
- Encourage the development of ethical attitudes in everyday behavior in the use of ICT.

The use of internet searches will be more limited in Lower Elementary. The most creative digital tools, such as applications and creation programs, will be permitted in Upper Elementary.

PEDAGOGICAL RESOURCES

Companions must have a wide range of personal pedagogical resources that can help them define and guide their educational activity. The most important resource will be the planning and syllabus of each area, but the annual curriculum planning that governs and coordinates the common educational line is also important, because it seeks to unify and avoid the isolation of differentiated areas.

SUBJECT AREA PLANNING & SYLLABUS

It is not only the materials present in the space that are going to promote pedagogical activity in the environments. Teachers must

have a wide range of structured resources that form a part of their area's educational planning and syllabus.

In Elementary education didactic planning and syllabus modification is carried out between the months of July and the months of September, taking into account the evaluation of the previous course and an assessment of the future situation and the group of children that will be present in the following academic course. They are prepared by the person in charge of each corresponding area following a common template that is used for all subjects.

Each subject area specialist is required to turn in their syllabus and subject area planning to the school's management team by the deadline established so that it may be reviewed and approved by the appropriate administrative body.

The subject area planning and syllabus should include:

- Introduction
- Proposals for improvement based on the previous year's evaluation.
- Legislation
- Contextualization
- Objectives
- Content blocks: general and minimum
- Methodological guidelines
  - Methodology
  - Groupings
  - Space organization
  - Materials and resources
- Pedagogical proposals
- Temporary organization
- Orientation of learning towards HOS
- Diversity Awareness
- Measures to stimulate effort and self-management

Guidelines for developing the subject area plan and syllabus

Once the department heads of each area have been defined, the general guidelines that guide us in the preparation of each subject area plan and syllabus will be approved.

It is important to keep in mind that the syllabus must be a useful tool that guides, facilitates and improves each teacher's teaching practice. While creating a syllabus it is important to consider the following:

- Carry out an evaluation of the previous year's plan and syllabus. Modify it if appropriate, seeking improvement and adaptation to future situations that may arise.
- Plan the syllabus throughout the month of July and September by the subject area specialist taking into account
- Coordination amongst specialists from the same area.
- Coordination with the rest of the teachers to find a common methodology and cross-curricular activities.
- Agree on criteria and the same format for all the plans and syllabuses for each subject area.
- Ensure the continuity of the teachings that correspond to the same area or subject throughout the different education stages (Stage 1 - 4).
- Be faithful, as far as possible, to the agreed timing, without forgetting the flexibility of adaptation to different rhythms and the deviations that may occur due to the appearance of natural interests in the children.
- The didactic programming or pedagogical proposal will be elaborated for each one of the areas, differentiating the educational activities for each stage.
- The companions must have the same methodological criteria, work, activities, presentation standards, correction
- They will be delivered to the management team one week before school starts, in order to review them and implement any necessary changes.
- The Management Team will review the syllabuses and will gather the Teaching Staff for their approval.

10. CONTENTS

Contents: set of knowledge, abilities, skills and attitudes that contribute to the achievement of the objectives of each teaching and educational stage and to the acquisition of competencies and High Order Skills.

Following the provisions of Decree 105/2014, dated September 4, which establishes the curriculum for elementary education in the Autonomous Community of Galicia, the contents are classified into the following subject and learning areas:

- Cosmic: Natural Sciences and Social Sciences.
- Spanish language and literature.
- First foreign language.
- Galician language
- Mathematics
- Physical education
- Artistic education

We use this classification to define, understand and structure contents that are related to each other, but also utilize a global and integrating approach, taking into account the cross-curricular contents, which are developed in all the following learning competencies:

- Reading comprehension
- Oral and written expression.
- Audiovisual communication.
- Information Technology and Communication.
- Entrepreneurship.
- Civic and constitutional education.

And we add to that those competencies that unite all learning and provide an opportunity to integrate High Order Skills.

For a greater structuring and identification of the contents, we have adopted the following differentiation and distinctions:

PROCEDURAL	ATTITUDES	CONCEPTUAL
Abilities	Values	Facts
Techniques	Rules	Concepts
Methods	Attitudes	Conceptual Systems
Strategies		Data
Know How to Do	**Know How to Be (Act)**	**To Know**

The procedural and attitude contents will be highly related to the High Order Skills and the competencies established in the Spanish Education curriculum. The conceptual contents are related to Low Order Skills.

This distinction between contents will allow us to differentiate between knowing, knowing how to do and knowing how to be (act).

These three types of contents are closely related and must be worked on in parallel, but we must also know how to distinguish between them in order to evaluate the different learning that occurs in the same activity or moment.

MINIMUM CONTENTS

The minimum contents is the knowledge and contents that boys and girls must acquire in a certain period of time.

The work of the conceptual contents will be oriented towards working with High Order Skills. For the school the "how" is more important than the "what" but we understand that they are inseparable parts. Contents are required to be able to work with the most complex learning tools and processes. Taking this into account, we are going to highlight contents that we consider essential and that will be worked on in our school, by areas and differentiated by lower elementary and upper elementary.

MINIMUM CONTENTS BY SUBJECT AREA

MATHEMATICS	
LOWER ELEMENTARY	**UPPER ELEMENTARY**
Numbers	
Numbers from 0 to 10 Numbers from 0 to 20 Numbers from 0 to 100 Numbers greater than 100 Numbers greater than 1,000 Numbers greater than 10,000 Numerical order Units, tens, hundreds Decomposition of numbers	Numbers greater than 10,000 Numbers greater than 100,000 Numbers greater than 1,000,000 Decomposition of numbers Roman numbers Negative Numbers Divisibility: multiples, divisors m.c.m and M.C.D Powers Base powers 10
Basic Operations	
Simple sums Simple sums of various numbers Simple subtractions Simple subtractions of various numbers Sums where the 10's unit must be carried Subtraction with the 10's unit Multiplication tables Multiplications 0000x0 Divisions 00: 0 0000: 0 divisions (with a divisor, more complex)) Multiplications 0000x00 (with a multiplier) Math problems	Multiplication tables Multiplications 0000x0 Division 00: 0 Division 0000: 0 Multiplication 0000x00 Division 0000: 00 Percentage calculation Relationship between percentages, fractions, decimals Rule of 3 Math Problems
Fractions	
Presentation of the material Equivalents Add and subtract same denominator Addition-subtraction different denominator Other operations with fractions Problems with fractions	Presentation of fractions material Equivalents Addition-subtraction same denominator Addition and subtraction different denominator Other operations with fractions Problems with fractions
Decimals	
Presentation of the material Adding and subtracting with decimals	Material presentation Adding and subtracting with decimals Multiplications and divisions with decimals
Measurements	
Mass	Mass

Length Volume Time Problems	Length Volume Time Problems
Geometry	
Basic flat figures Parts flat figures Classification of flat figures (number of sides) Angles Make maps / drawings Problems	Basic flat figure Parts flat figures Classification of flat figures (number of sides and angle) Angles To make maps / drawings Square, rectangle and triangle areas and perimeters Position between lines Different angles Cartesian coordinates Quadrilateral classification
Statistics	
Introduction to statistics	Data tables Average, Mode, Mean, Range Probability

Attitude and Aptitude Contents
What is going to be evaluated?

Taking into account these conceptual contents, what interests us are the strategies that they will use for the management and acquisition of these concepts. (High Order Skills), so we will evaluate the following:
- They recognize the different contents, differentiating the different utilities and applications, not only in the field of mathematical work, but also in everyday situations or other areas, in a cross-curricular way.
- They formulate mathematical hypotheses and reasoning to investigate and understand the different mathematical contents, drawing their own conclusions, analyzing errors and looking for ways to solve them.
- They think about and investigate the different contents in a structured and logical way, understanding the different parts that are given.
- They adapt the different operations and mathematical concepts learned to problem solving, distinguishing which one is necessary at each moment and reflecting on the overall usefulness of each concept.
- They build their learning on concepts related to quantity, working to quantify the attributes of objects, relationships, situations and entities of the world and interpreting different representations of them and judging interpretations and arguments.
- They build their knowledge and learning on the foundation of space and shape (patterns, properties of objects, positions, directions and representations of them;

decoding and encoding of visual information, as well as navigation and dynamic interaction with real forms, or with representations) taking into account the perspective, the elaboration and reading of maps, the transformation of forms with and without technology, the interpretation of views of three-dimensional scenes from different perspectives and the construction of representations of shapes.
- They build their knowledge and learning about change and relationships (temporary and permanent relationships between objects and circumstances, where changes occur within systems of interrelated objects), analyzing the fundamental types of change and when they take place, in order to use adequate mathematical models to describe and predict.
- They reason about uncertainty, recognizing or collecting and interpreting data, taking into account the place of variation in processes, the possession of a sense of quantification of that variation, the admission of uncertainty and error in measurements, and knowledge of chance. They prepare and analyze the conclusions that are drawn in situations where uncertainty and data are essential.
- They solve open problem situations, mathematical investigations and small projects using different strategies, collaborating with others and orally communicating the process followed in their resolution and conclusions.

LANGUAGES	
SPANISH LANGUAGE	
LOWER ELEMENTARY	UPPER ELEMENTARY
Knowledge of the language	
Vowels and consonants Alphabet: phonetics and order Male and female Plural and singular Syllables Synonyms and antonyms Beginning Punctuation Beginning accentuation (placing accents)	Alphabet: use dictionary Parts that form the word: suffixes, prefixes ... Synonyms, antonyms… Cohesion elements Punctuation Accentuation
Writing	
Words Simple phrases (6-7 years) Longer and more understandable sentences Simple writing (50 words) Typologies of text for social use Text production tools Texts of different types Initiation to spelling Presentation Lowercase	Simple writings (50 words) Complex writings (+ than 50 words) Large format texts (projects ...) Text production tools Typologies of text for social use Different types of texts Spelling: b and v Spelling: h Spelling: c, z, q Presentation Lowercase

	Understandable calligraphy (writing clearly)
Reading	
Words Simple phrases (6-7 years) Simple texts Enjoy reading Research reading Critical analysis Reading comprehension Reading summaries	Reading simple writing (50 words) Complex essays (+ than 50 words) Large format texts (projects ...) Text production tools Different type texts Spelling: b and v Orthography. h Spelling: c, z, q Presentation Lowercase Understandable calligraphy
Information Texts (reading, listening, writing …)	
Different types of texts Parts of a text Understanding different languages	Different types of texts Parts of a text Understanding different languages
Grammar / Parts of Speech	
Noun Determiner Adjective Verb Verb tenses: past, present, future	Noun Determinant Adjective Verb Adverb Preposition Conjugation Initiation (subject, predicate, CD, CI, CC) Types of nouns, adjectives, adverbs ...
Listening Skills	
Active listeningAttention Comprehension of texts and oral communications Respectful listening	Active listening Attention Comprehension of texts and oral communications Respectful listening Moderation
Speaking Skills	
Participation Speech Coherence Oral Presentations / Speeches Pronunciation Participation in school assembly/parliament	Participation Speech coherence Exhibitions Pronunciation Assembly participation Dramatization

GALLEGO (shares contents with Spanish Language)

The word	
Specific vocabulary of the Galician language.	Specific vocabulary of the Galician language. Differentiation between words of the Galician language and Spanish. Placing the article in the correct place. Verb tenses.

The sentence
Contents similar to those indicated in Spanish Language

Listening
Active listening to Galician Listen to different variants of the Galician language (regional differences in pronunciation and words) (Contents similar to those indicated in Spanish)

Speaking
Participation in various forms of group communication. Adaptation of the Galician language to different situations and contexts Oral presentations / Speeches (Contents similar to those indicated in Spanish Language) Variants of the Galician language.

Reading	
Start reading in Galician. Galician specific vocabulary. (Contents similar to those indicated in Spanish Language)	Establish a reading routine in Galician. Galician specific vocabulary. (Contents similar to those indicated in Spanish Language)

Writing	
Start writing in Galician.	Incorporate writing in Galician more regularly.

ENGLISH LANGUAGE	
Greetings / Salutations	
Hello Goodbye Good morning See you tomorrow	Good morning, Good afternoon Good evening, Good night See you later! Informal and Formal Greetings / Salutations depending on the circumstances
Courtesies	
Please Thank you You´re welcome I´m sorry Excuse me	Can I...? Formal questions vs. informal questions and their contexts

Basic questions	
What's your name? How are you? How old are you?	How old are you? When's your birthday? Where are you from? Basic questions about self

Vocabulary - Numbers & Letters	
Numbers 1-100 Alphabet Numbers 500-1000 Ordinal numbers	Numbers 100-500 Alphabet Numbers 500-1000 Numbers 1000-100,000 Ordinal numbers Numbers 100,000-1,000,000

Vocabulary	
Colors Classroom objects Days of the week Holiday Vocabulary - Halloween, Thanksgiving, Christmas Clothes Animals Farm animals Body Family	Classroom Objects Months Holiday Vocabulary - Halloween, Thanksgiving, Christmas Physical Descriptions Adjectives Body School Subjects Daily Routines Sports Clothes Occupations Cooking

Grammar	
Singular vs. Plural Likes & dislikes Have vs. Has gotVerb - to be Can - ability Prepositions of place Action Verbs	Likes & Dislikes Have vs. Has got Verb - to be Can - ability Prepositions of place There is There are Present Continuous Physical Descriptions Daily Routines Adverbs of Frequency Saxon Genitive Possessives Comparative Superlative Simple Past Noun Determiner Verb Adjective Adverb

	Prepositions Conjugation Prefix / Suffix Punctuation
Listening	
Active listening Respectful listening Attention Comprehension of simple sentences	Active listening Respectful listening Attention Comprehension of more complex sentences
Writing	
Vocabulary words Simple sentences Numbers	Different types of texts Parts of a text
Reading	
Reading some words	Simple texts Comprehension of simple readings Enjoy reading
Speaking	
Participation Speech coherence Pronunciation	Participation Speech coherence Pronunciation

Attitude and Aptitude Contents (Spanish language, English and Galician)
What is going to be evaluated?

Taking into account these concepts of the Spanish, English and Galician language, what interests us are the strategies that they will use for the management and acquisition of these contents. (High Order Skills), so we will evaluate the following:

- They differentiate the different concepts and uses of oral and written language, and adapt them to everyday situations or other areas, in a cross-curricular way.
- They analyze the different linguistic contexts and the uses of the language that are most adapted to each situation.
- They test and investigate the written and oral use of the language, analyzing their communication purpose, taking into account the different agents in communication (the sender, the message and the receiver).
- They evaluate and formulate proposals for improving their communication (oral and written).
- They think about and contemplate the different linguistic concepts in a structured and logical way.
- They can reflect on their written and oral works and analyze their presentation, looking for ways to improve it to represent, in a way that is understandable, what they intend to convey.

COSMIC: NATURAL SCIENCE

LOWER ELEMENTARY	UPPER ELEMENTARY
Human Body	
Parts of the body External morphology Global body functioning Life Stages	External morphology Most important organs Anatomy and physiology Cells, tissues, organs, devices and Systems Cell types Virus and bacteria
Devices and systems	
Vital breathing function Vital nutrition function Vital organs Functioning of organisms	Nutrition (resp., Diges., Circulatory and excretory) Reproductive system Locomotor system F. Relationship (sense organ, s. Nervous and locomotor ap.)
Healthy Lifestyle & Food	
Hygiene Exercise and free time Planning a weekly snack menu Balanced diet Food according to nutrients Diseases and prevention	Disease prevention Food classification Drugs / alcohol, harmful effects Diseases that affect the systems First aid

Emotions and feelings	

Living beings	
Plant / animal differences Living beings vs. Non-living beings (inerts) Life cycle Function (reproduction, feeding) Scientific identification	Plants, animals and rocks Rocks and classification Structure: cell, tissues, organs, apparatus and systems. Scientific Classification: Kingdoms.

Animals	
Basic characteristics Vertebrate / invertebrate classification	

Native fauna and flora	
Data Collection Identification and description Name and classify Basic characteristics	Plant Classification Structure, physiology and photosynthesis

Biodiversity	
Respect and care for the Earth	Conservation Food chains Ecosystem parts (meadow, pond, lake, forest, coastline and city) Biosphere: different habitats of living beings

Properties of materials	
Color, hardness, odor, taste and texture Application of a force Effects of forces Known forces Changes in water's state Responsible use of water **Mixtures** Mixing Compare densities **Energies: electricity and magnetism** Energy sourcesUses and intervention Can identify and explain energies Construction of an object / apparatus **Waste and environmental impact** **Renewable energy** Reduce, reuse and recycle Energy saving Waste collection	Sun / water, energy sources Characteristics and properties of air and pollution Physical properties (hardness, solubility, state of aggregation and thermal conductivity) Measuring procedures density: float differences against light (sound, heat, humidity, electricity) **Chemical reactions** Combustion, oxidation and fermentation Household chemicals Changes of state, reactions Separation into distillation, filtration, evaporation or dissolution **Energy sources** Energy in everyday life Sustainable energy Different forms of energy. The light

	Energy sources and raw materials. Origin
	Electricity: electric current.
	Fundamentals of electrical nature and its effects
	Terrestrial / Earth's magnetism
	Attraction and repulsion of electric charges
	Waste and environmental impact
	Waste production
	Risk prevention standards

Technology: objects and machines	
Trades, machines and appliances Know and name them Evaluate and avoid stereotypes Materials, tools and machines Tool identification and management Diversity and benefits Risk situations Rules of use Analysis of its operation and functioning	**Machines and apparatus** Mechanical operators (wheel, lever, axle, ...) Machine building Benefits of technology and its products Important discoveries and inventions **Energies: electricity and magnetism** electric machines electrical circuit elements conductors and insulators effects of electricity relationship between electricity and magnetism

COSMIC: SOCIAL SCIENCE

Universe	
Sky elements Sun / Moon Movement Solar System (Sun-Planets) Planet Earth / Moon (features)	Galaxy, star, satellite and comet Solar system (Sun and planets)

Day, night, week, month and years. Seasons	
Characteristics and passage of time Moon / Sun movements and their consequences (seasons, day / night)	Movements / Orbits (moon phases, eclipses and tides)

Representation of the Earth	
Distinguish on a map (relief, rivers, islands, dam, lagoon) Layers of the Earth Basic characteristics Forms of representation (plans, maps, planispheres, globe, ...) Mapping. Plans and maps. Simple scales	Poles, axis, hemispheres, parallels and meridians Physical and political maps

Orientation in Space	
Neighborhood map Guidance instruments	Preparation of travel/trip itineraries

Volcanoes. Rocks and minerals	
Volcano Formation Color, texture, shape, hardness Basic uses of these materials	Lithosphere Tectonic plates Volcanoes and earthquakes and their consequences Characteristics and types of rocks Rocks and minerals: properties, uses and utilities
Climate and Climate Change	
Weather (most common phenomena) Data collection and time recording Atmosphere. Atmospheric phenomena Clouds and precipitation	Weather measurements and predictions Measuring instruments Performing a weather report Simple graphs of temperatures and rainfall Climate zones of the planet Types of climate in Spain and areas of influence Weather in Galicia Field study of the consequences of human intervention in the environment Pollution and climate change Sustainable development Responsible consumption
Water and air. Responsible consumption.	
Characteristics and properties Places where it appears Recognize it on a map Sweet / salty Water cycle. Phases	Hydrosphere. Distribution of water on the planet Masses and water courses Hydrographic slopes Stretches of a river
Landscapes, elements. Ecosystems	
Natural landscape / urban landscape Landscape types Types of ecosystems	Geographical Reliefs Hydrography of landscapes in Galicia Landscape types and elements Characteristics of the main landscapes of Spain Relief and hydrography of Spain (rivers, seas, oceans) Geographical density Landscapes of Spain and Europe
Social Organization	
Relationship: roles, family School: members, roles, responsibilities House. Village, town, city Service functions: fire, police	1978 Constitution Rights and duties of citizens Form of government (parliamentary monarchy) Main political constitutions and functions

Surrounding social groups (recreational sports, cultural, ...) Town / Municipality / Region Demographic study of the population of the center Demography basics: charts Different cultural manifestations (folklore) Cultural and linguistic manifestations of Galicia Continents	Social, political and territorial organization of the Spanish system Government structure: the town hall Continents and countries Autonomous communities Provinces European Union EU economic organization
Production and distribution of consumer goods	
Professions of families Media and impact Economic and productive activities of the local area Classification of economic activities by sector Material resources, raw materials and processed products	
Population. Pyramids of population	
	Population demographics Basic demographic concepts and their representation Graphic representation of demographic data of Galicia Population statistics (absolute, population density, spatial distribution, natural growth) Population of Spain and Galicia (distribution and evolution) Migratory movements (rural exodus, emigration to the US, immigrants in our country) Current problems of the Spanish population Population pyramids Overpopulation and aging
The passage of time (History)	
Before after Day week month year Calendar Seasons Clock and calendar Your story, your timeline Family tree Evolution in time of some element. Awareness of the passage of time	Prehistory and Middle Ages Iberian Peninsula and Galicia in Prehistory and Ancient Times Spain in the Middle Ages Time of great discoveries Modern age Art in the modern age (Renaissance and Baroque) Monarchy (Habsburgs and Bourbons)

Prehistory	Eras of history
Ancient times	XIX and XX centuries
	Contemporary Spain ((XIX-XX)
	relevant people
	Modern Day world. Current issues
	Historical maps and time lines

Museums and patrimony	
Historical, cultural, artistic and natural heritage	Historical sources (archaeological and material)
Museums	Main archaeological sites in Galicia
	World Heritage

Attitude and Aptitude Contents
What is going to be evaluated?

Taking into account these conceptual contents about the cosmic (natural and social sciences) what interests us are the strategies that children will use for managing and acquiring these contents. (High Order Skills), so we will evaluate the following:

- They differentiate and separate the different contents in their different categories.
- They utilize analysis of information, and are able to differentiate the various parts of something in order to arrive at the composition of a whole.
- They analyze, value and build their research processes based on constructive and organized information management.
- They evaluate their project work methods, assessing their effectiveness and propose ideas for improvement.
  They combine their learning from other areas with the different scientific contents, expanding their possibilities for research and creation, promoting a more complete cross-curricular learning.
- They test and investigate experientially or through consultation of various sources of information, contrasting and estimating results, and formulating new hypotheses.
- They value and formulate proposals for improvement in their research and work tools in this area.
- They interact with the group in debates to achieve different learning, through questions, reflections and their own critical thinking.
- They put into practice the processes and attitudes typical of systematic analysis and scientific inquiry.
- They value their effort as well as the goals they have achieved and challenges they have faced, and they serve as a reference to continue working and establishing new goals, learning objectives, and facing new challenges.
- They apply knowledge and procedures to respond to what is perceived as the demands or needs of people, organizations and the environment.
- They develop a critical eye for scientific and technological facts that have happened throughout time, both past and present.

- They discover systems governed by natural laws through scientific experimentation oriented towards the knowledge of the subject, which affects the events observed and described from specific and complementary fields.
- They use natural resources responsibly, care for the environment, and practice rational and responsible consumption of natural resources. They protect both individual and collective health as key elements of people's quality of life.
- They rationally argue the consequences of different ways of life.
- They carry out multi-causal and systemic analysis to judge social and historical problems and facts, in order to reflect on them globally and critically.
- They critically consider and value the importance of an optimal state of physical and mental health, both for themselves and for their families and for their immediate social environment, and draw their own conclusions about how a healthy lifestyle can contribute to this optimal state.

ARTISTIC EXPRESSION
Audiovisual Education
Inquire about the artistic use of audiovisual and technological means for working with photographs. History of photography Function of light in photography Sequences of images that are part of a story. Animation works: elements of creation (script, production, editing, sound ...) Programs and applications for audiovisual creation Protocol for creation and diffusion of one's own images.
Artistic Expression

Textures, shapes, colors and materials applied on different materials and medias
Painting techniques
Artistic expression as a means of communicating emotions
Recreation of spaces
Characteristics and applications of colors
Expression of volume
Overlapping planes and three-dimensional objects
The natural, artificial and artistic context: arts and crafts possibilities of natural elements and their use for expressive purposes.
Improvisation, freedom of expression and experimentation of the artistic sense.
Different artistic techniques:
  - Painting (watercolor, oil, crayons ...)
  - Sculpture
  - Textile products
  - Collage
  - Crafts
Development from the graphic point of view of the knowledge acquired from the mathematics area specifically in geometry.

Cultural Recognition
Cultural heritage of both their own culture and that of other cultures Museum visits The visual arts in the context of history and cultures

Musical Expression
Active listening of different styles and eras of music Simple Music reading and writing (Main rhythmic and melodic figures). Distinction of various instruments and classification Sound and expressive possibilities of the voice Interpretation of simple musical pieces with an instrument Composition Identification of the body as an instrument of expression. Experimentation of various dances Choreography

Attitude and Aptitude Contents
What is going to be evaluated?

- Taking into account the conceptual contents of this area, what interests us are the strategies that children will use to manage and acquire these contents. (High Order Skills), we will evaluate the following:
- They analyze the significance of artistic expressions.
- They express ideas or emotions with originality and their own style.
- They learn to enjoy and use art as a means of expression.
- They represent, create or transform an emotion, idea or concept from different artistic approaches, applying different artistic techniques and processes.
- They awaken their critical thinking and analysis skills when presented with images or works of different artists and from different eras.
- They analyze their own creations and those of their peers in a respectful way, without making judgments.
- They create artistic works applying previously studied styles and techniques.
- They extend their artistic knowledge to other areas in a cross-curricular way.

SHARED CONTENTS

SHARED ATTITUDE AND APTITUDES CONTENTS AMONG ALL SUBJECT AREAS

CRITICAL THINKING

- They transform ideas into acts: they acquire awareness of situations to intervene or solve, and know how to choose, plan and manage the necessary knowledge, skills or abilities and attitudes with their own criteria, in order to achieve the intended objective.
- They determine the strengths and weaknesses of themself and of a project, as well as evaluate and take risks when justifiable.
- They draw their own conclusions through observation.
- They express and develop their own ideas, without making judgments, but rethinking ideas, formulating hypotheses and allowing themselves to make mistakes.
- They think on their own, analyzing and evaluating the consistency of their own ideas, as well as what is read, what is heard, and what is observed.
- They reflect, with their own criteria, on what they know and what they don't.

ANALYTICAL THINKING & SYNTHESIZING CAPABILITIES

- They distinguish the different contents separately, they abstract the features that are necessary and sufficient to describe a situation, a phenomenon or a problem.
- They use the combination of the different parts of a whole to understand it.
- They visualize as a system the constitutive elements of a situation or phenomena, as well as systems as a whole which are part of larger systems and that can be broken down into smaller units. Operationally, it involves analysis and synthesis capabilities, but adds a dynamic character and focuses on the study of interactions.
- They use knowledge and attitudes about society, understood from different perspectives, in changing and complex contexts
    - to interpret social phenomena and problems in increasingly diversified ways;
    - to develop answers, make decisions and resolve conflicts, as well as to interact with other people and groups according to commonly accepted social behaviors, based on mutual respect and democratic convictions.

AUTONOMY AND SELF-REGULATION

- They reflect, know and control their own learning processes to adjust them to the times and demands of the tasks and activities that lead to learning and knowledge acquisition.
- They look for, test and find tools that allow them to build a solid self-esteem and adapt to the society in which we live and choose the path that matches their own interests and curiosity.
- They seek, test and acquire **planning** strategies that reflect the learning goal that is being pursued, as well as the action plan that is being applied to achieve it. They adjust times to the demands of the tasks and activities.
- They use **supervision** strategies, in which the student examines the adequacy of the actions they are developing and the approach they are using to reach their goal.

- They use **evaluation** strategies from which both the result and the process that has been carried out are analyzed, from a constructivist perspective, considering error as a learning opportunity.
- They develop their ability to motivate themselves to learn and to determine their goals, whether personal or common.
- They develop their ability to adapt to change and solve problems.
- They work following an organized process: think before acting (planning), analyze the course and adjustment of the process (supervision) and consolidate the application of good plans or modify those that turn out to be incorrect (evaluation of the result and the process).
- They distinguish their interests, their abilities and difficulties, making decisions based on their own conclusions about their process.
- They adapt to the routines of social harmony and community behavior, assuming their responsibility to respect others and take care of the environment and the objects that are in it.

INFORMATION MANAGEMENT

- They can formulate hypotheses that define the search for information. They can ask questions based on their hypotheses to clarify the objective of their search.
- They analyze and contrast information they collect from different sources.
- They take into account different opinions and information, using different search engines and databases, knowing how to choose those that best respond to their own information needs.
- They analyze and interpret the information based on its validity, reliability and adequacy between sources, both online and offline.
- They can synthesize the information, extract main ideas, relate different contents and express them in diagrams, mental maps, notes ...
- They use, group and manage information to carry out a creative final product, knowing and using various ways of transmitting information (textual typology for social or scientific use).
- They analyze and value their presentation, looking for ways to improve it, so that it is more understandable, coherent and organized.
- They reflect and take into account what resources can be shared publicly and the value they have, that is, to know how technologies and the media can allow different forms of participation and collaboration for the creation of contents that have a common benefit. This implies knowledge of ethical issues such as digital identity and the rules of digital interaction.
- They reflect on the idea that digital content can be made in various formats, as well as identifying the programs that best adapt to the type of content that is to be created. It also involves contributing to knowledge in the public domain (wikis, public forums, magazines), taking into account regulations on copyright and licenses for the use and publication of information.
- They carry out a practical reflection on the different risks associated with the use of technologies and online resources and the current strategies to avoid them, which means identifying appropriate online behavior to protect their own information and that of other people, as well as knowing the addictive aspects of these technologies.

SOCIAL HARMONY & APPROPRIATE COMMUNITY BEHAVIOR

- They participate in a constructive way in community activities and in the immediate environment.
- They are part of decision-making and conflict resolution in the various situations that occur at school.
- They utilize non-violent communication, showing tolerance, expressing and understanding different points of view, negotiating and looking for ways to build trust and feel empathy.
- They exercise and acquire forms of behavior that enable them to live together in an increasingly diverse, dynamic, changing and complex society, relating to others through cooperation and commitment,
- facing conflicts and proposing respectful solutions in different situations.
- They are developing their perception of themselves and others, as well as their ability to influence social relationships, enriching the group with their contributions.
- They develop the ability to put themselves "in others shoes", accept differences, be tolerant and respect the values, beliefs, cultures and personal and collective history of others.
- They adapt to the different roles or tasks that group work requires, assuming their share of responsibility, being able to lead or assuming a more submissive role when necessary, while also respecting and taking everyone into account.
- They deepen and are practicing participation in the democratic functioning of the school, transferring that knowledge to other areas of society to prepare to exercise democratic citizenship and participate fully in civic and social life.
- They reflect and acquire skills that take into account the basic concepts related to the individual, the group, the organization of work, equality and non-discrimination between all sexes and genders, and between different ethnic or cultural groups, societies and cultures.
- They understand, apply and critically analyze codes of conduct and their generally accepted uses in different societies and environments, as well as the tensions they create and the processes necessary to change them.
- They are cognizant of their abilities and weaknesses in their social environment, and those of their peers, looking for ways to improve, and collaborating in a constructive way in the improvement of others.

COMMUNICATION

- They analyze and use respectful communication with all the people in their school environment.
- They adapt their language to different learning contexts, making themselves understood, with coherent and organized speech.
- They work with others using different modalities, formats and supports, both in written and oral communication.
- They understand, differentiate and use the different languages present in the school, taking into account that they may have had different ways and times of acquiring the different languages.
- They communicate through knowledge and contact with cultural diversity, which is enriching and is of particular relevance when acquiring foreign languages.

- They experiment and contribute to the creation of rich and varied contexts for the use of languages, in relation to the tasks to be carried out and their possible interlocutors, texts and communicative exchanges, incorporating specific language, be it scientific, literary ...
- They evolve in their acquisition of reading and writing skills following a logical process that goes from decoding to the complex use of reading and writing skills, to best satisfy the communicative needs and purpose of the situation or task at hand.
- They make reading enjoyable and a leisure activity, as well as one of the main access routes to all areas of knowledge. As a result, contact with a diverse range of texts is fundamental to access original sources of knowledge.
- They experience and awaken, through communication, an attitude of curiosity, interest and creativity towards learning and recognition of inherent skills.
- They overcome difficulties and solve problems that arise when communicating, both communication skills and strategies for reading, writing, speaking, listening and conversation, as well as skills related to information processing, multimodal reading and production of different texts and formats.
- They develop general strategies of a cognitive, metacognitive and social-emotional nature that individuals use to communicate effectively, which are fundamental aspects when learning foreign languages.
- They apply the rules of language use in debate, using a pleasant tone of voice, respecting their turn to speak and that of others, and promoting balanced participation among all members.

11. SCHEDULES AND ORGANIZATION

The school's schedule is designed and based on flexibility, with the aim of prioritizing the processes, rhythms and interests of the children. We can establish a schedule for the week but this should be open to possible modifications due to incidents or events that appear and that we had not planned, therefore, we must organize the day around a series of essential activities that provide structure and routines. That being said, a structure has been established that takes into account the lower and upper elementary divisions and their corresponding education stages (1, 2, 3, 4). School academic activities will be held from Monday to Friday, for five hours a day. The criteria for time distribution are the following:

- Must respect the needs of the various elements and members of the educational community, the child being the focal point

of design: respecting their age, the characteristics of each student group (education stage 1-4), the duration of the day, the resources we have, the educational spaces, etc.

- Children must know the structure and be part of its flexibility. They can participate in some organizational decisions for the distribution of their time, after an evaluation and sharing with their student group and companions.
- It has to be adaptable to each child, taking into account their personal characteristics.
- Families have to be informed of the structure and be given feedback on its operation and functioning.
- It is important to take into account the level of effort and fatigue of students' to be flexible with activity times, to reduce or prolong an activity accordingly, seeking constant balance.
- It is important that there is a level of effort necessary, but not so much so that the learning experience becomes negative, or causes students to lose motivation.

Weekly structure:

The time structure of primary education is established according to the different groups (education stages 1-4) and the different activity block types:

- Concentrated work: workshops or projects that require greater concentration or effort, more complex activities. Although they are linked to an area, within this work time, cross-sectional work, autonomous work, experiential workshops can be carried out
- Relaxed or flexible time:
  - More relaxed or playful activities.
  - The flexible time allows you to adapt different, more spontaneous activities, time for project development, field trips or even finish some individual work or class/workshop work.

- ○ Guiding Sessions: one weekly session for Lower Elementary and biweekly for Upper Elementary.
- ○ Entry and exit time: 15 minutes are counted before the workshops begin. At the time of departure there are the following routines:
  - ■ School Planners: what has been done throughout the morning is reviewed
  - ■ Chores: They tidy-up, clean and organize the space.
- ● Rest time: snack and free time.

Distribution of weekly hours

	Concentrated Work					Relaxed and/or flexible work					Rest Time	
	Math	Spanish & Galician	English Social Science	Natural Science	Independent work and projects	Art & P.E.	Flexible Time	School Assembly/ Parliament and Social Harmony	Entry & Exit time	Guiding Session	Snack	Free Time
G 1	**8h** Each area: 2h Monday - Thursday 30 minutes per session				Included in subject area work time	**1h30'** Music: 30' Art: 30' P.E: 30'	**2h**	**1h**	**3h45'**	**20'**	**2h30'**	**6h 15'**
G 2	**8h** Each area:: 2 h de lunes a jueves 30 min por sesión				**2h**	**1h30'** Music: 30' Art: 30' P.E.: 30'	**2h**	**1h**	**3h45'**	**20'**	**2h30'**	**4h 15'**
G 3	**10h40'** Each Area: 2h40' from Monday - Thursday d 40 min per session (+indpendt. work)				**1h**	**1h30'** Music: 30' Art: 3' P.E.: 30'	**2h'**	**1h**	**2h30'**	**20'**	**1h40'**	**4h**
G 4	**10h40'** Each Area: 2h40' from Monday - Thursday 40 min per session				**2h**	**1h30'** Music: 30' Art: 30' P.E.: 30'	**2h**	**1h**	**2h30'**	**20'**	**1h40'**	**3h**

School Schedule

	GR0UP 1 (1º)	GR0UP 2 (2º y 3º)		GR0UP 3 (4º)	GROUP 4 (5º- 6º)
9.00 9:15	Arrival				
9.15 9.45	English & Social Science	Natural Science	9.10 9.50	Spanish & Galician Language	Math & Independent Work
9.45 10.15	Math	English & Social Science	9.50 10.30	Math	Spanish & Galician Language
10.15 10.45	Natural Science	Math	10.30 11.10	Independent work or projects	Projects
10.45 11:30	Snack & Free Time		11.10 11.30	Snack	
11:30 12:00	Spanish & Galician Languages	Projects, Special Ed. Psych. Dept Interventions, Independent Work	11:30 12.10	English Grp 3 & Social Science Special Ed. Psych. Dept Interventions	Natural Science
12:00 12:30	free time	Spanish & Galician Languages	12.10 12.50	Natural Science	English Grp. 4 & Social Science
12:30 13:00	Xabier	free time	12:50 13.20	Free Time	
13:00 13.30	Free Time (Miguel, Xabier o Iria)		13:20 13.50	Free time	
13:30 14:00	Closing of the Day / School Planner		13:50 14.00	Closing of the day / School Planner	

Sequencing of School Work

Within each subject's individual curriculum plan and the general annual plan, the time structures of the different contents, projects or workshops of the course will be established, taking into account the following characteristics:

- Timing is planned and programmed in order to serve as a guide and reference, but is flexible.
- Realistic time objectives, that can be met, but that can also be advanced at a good pace.
- Self-evaluation of time sequences of activities upon completion.

- Prioritize finishing the processes started and not leaving them halfway done, even though that may negatively impact the time available for future activities.
- Establish goals with set days and achievement plans, in case there are delays.
- The school calendar will be considered and special events will be included. Those included outside the schedule must be approved by the management team and presented and organized at least 15 days in advance.
- The pedagogical management of each teacher must take into account coordination with the rest of the teachers, especially where school wide educational projects are concerned.

MEETING & ADMINISTRATIVE WORK SCHEDULE

The weekly working hours in Gándara will be 34 hours per week, of which 33 will be dedicated to the activities of the center and carried out there, 1 hr will be dedicated to work at home. Those 33 hours will be a set schedule in the center and 25 of them will be dedicated to teaching and accompanying, Monday - Friday from 9:00 a.m.- 2:00 p.m.

In addition to the 25 hours of teaching and accompanying, the teaching staff schedule will have an additional 8 hours of compulsory work time in the center. These additional 8 hours will be dedicated to activities such as the following:
- Coordination meetings of the Teaching Staff, both Elementary and Preschool.
- Meetings with the Governing Board.
- Meetings with the Management Team.
- Parent/Teacher Conferences / Meetings with students' parents.
- Curriculum Planning.
- Coordination teams.
- Class Material Preparation.
- Evaluations.

- NEASC work organization: the teachers and the Management Team will dedicate one hour a week to NEASC work meetings, which may be organized biweekly or weekly according to the needs of the center.

	MONDAY	WEDNESDAY
14.45-16.00	Management Team Meeting	Teaching Team Meetings
16.00 a 17.30 (alternating)	Meetings with Parents/ Personal work	Alternating the following activities: Meetings with Parents (especially at the end of the trimester) Elementary Teaching Staff Teacher Training / Continuous Education Coordination Team meetings
17.30 a 18.30	NEASE(every 2h for NEASC, including 1 h until 18.30 - every 15 days)	
2h	ClassPreparation / Personal Work at home	

12. EVALUATION

Following the Decree from June 9, 2016, which regulates the evaluation and advancement of students enrolled in elementary education in the Autonomous Community of Galicia, we establish that:

1. The purpose of the evaluation is to assess the processes and results of both teaching and student learning.
2. The evaluation of the students' learning processes will be continuous and comprehensive, and will take into account their progress in all areas and in the acquisition of key competencies.
3. The teachers will evaluate both the student's learning as well as their teaching processes and methods, achievement

indicators will be developed and incorporated in the curriculum planning.

The evaluation of the students' learning processes will be continuous and global and will take into account their progress in all areas. This evaluation will be formative in nature and will allow the teaching teams to respond appropriately to the pace of learning and the needs of the students at any time during the course, prior to adopting corrective measures.

Therefore, we understand evaluation as a continuous, systematic and integrative process, for the objective assessment of academic performance and student progress.

- Initial evaluation: We start from an initial evaluation of the basic curricular competency levels and we seek continuous and formative evaluation to adapt the learning process to each child according to their possibilities and personal needs. This initial evaluation is done from the data transmitted by the previous team and the observations of the teaching staff at the start of the new course. This is to obtain a first impression of the characteristics of the group and the subgroups that exist in; as well as the personal work ethic, effort and participation and the level of knowledge necessary to guide them in the new course. This initial assessment is completed alongside the Special Education Psychology Department report, for students that were evaluated for Special Education needs in previous academic courses and the measures that were adopted. In the case of students with Special Education needs, information from the specialist is used.

- Continuous evaluation: Observation and daily systematic registration by the teachers of the children, both of their activities, as well as their social-emotional state. It requires a conscious and analytical observation, which is not merely surface level or superficial but rather allows a subsequent

assessment of what state the children are in as individuals and as part of the group.

- Teaching evaluation: Throughout the course, the teaching staff will write down the pertinent observations, relative to the previous aspects, as well as attendance, relevant incidents and interviews with families, in the Guiding Teacher's Book that will serve as the basis for the elaboration of the reports corresponding to the end of each evaluation. These written notes will reflect the observation and daily and systematic record of habits, attitudes and conflicts and of the activities that have been carried out, both individually and in groups.
  - Continuous Evaluation:
    - Content tables by subject area or curriculum plan.
    - Personal Evaluation Journal
    - Specific personality and maturity tests, if necessary, carried out by the Special Education Psychology staff member.
    - Teaching Team Meetings; in which current situations are assessed and what strategies must be sought for improvement.
  - Trimester Evaluation:
    - Evaluation meetings with the Teaching Staff
    - Trimester evaluation report for families
    - Trimester meeting with families.
  - Final Evaluation:
    - End of term meetings
    - Final Evaluation Reports
    - End of term final meeting with families
    - Teacher self-evaluation: meeting where different items of teaching methods and practices are evaluated.
    - Evaluation of the programs and activities carried out throughout the course.

- Evaluation of teaching through satisfaction surveys for both families and children.
  - Record sheet of specific meetings for the teacher and another for the child. (weekly)
  - School planner filled out by children self-managing and evaluating both their learning goals and work.

The evaluation will be carried out according to student groups and education stages (stage 1, 2, 3 and 4) and minimum contents will be defined for the Lower Elementary education level and the Upper Elementary education level. The minimum contents must be reached in order to move on to the next stage and if that were not the case, an individual assessment will be necessary to determine if the change can advance to the next education stage, while also determining if a curriculum adaptation is necessary. At the end of each education stage, the teaching team will decide on the advancement of each student, taking into special account the information and criteria of the child's guiding teacher, as well as:

- The degree of development in the acquisition of key competencies,
- The achievement of the general objectives,
- The personal maturity and level of autonomy necessary to face the learning goals in the next education stage.
- The probability and possibility of progress in the next education stage.

The most appropriate measures will be established so that the conditions for conducting the evaluations, including the third-year (lower elementary) evaluation and the final stage (upper elementary) evaluation, are adapted to the needs of students with specific educational support needs.

The teachers who teach in the same group of students will meet periodically, in accordance with the provisions of the educational project and the center's general annual programming, to monitor and evaluate the student's learning processes.

The guiding teacher will coordinate the meetings referred to in the previous section and will transmit the information of the meetings to the parents or legal guardians of the students. This information will be done in writing and will be sent at least once a trimester.

What is evaluated in children?
Contents of each area (conceptual, attitude and aptitude): from a comprehensive perspective and emphasizing how they have learned and how the High Order Skills have influenced the acquisition of learning. Each companion must fill out daily or weekly, the record sheet of the contents worked on by each child individually. In the event that a child has significant difficulties, they should speak with the special education psychology department to assess the situation and make a curriculum adaptation plan.
Cross-curricular contents: if cross-curricular contents from other areas have been worked on, the companion must compare and contrast the results with the companion from the subject area in question, in order to have a more concrete assessment of the learning of these contents in various situations.
Common contents: Makes reference to those contents that higher order tools work and that must be incorporated in any learning context. (Critical thinking, analytical and synthetic thinking, autonomy and regulation, information management, social harmony and relationships and communication).

The evaluations corresponding to the different subject areas will be included in each subject area's curriculum planning.

TEACHER SELF-EVALUATION
The teacher self-evaluation will be carried out as follows:
- Each companion fills out the evaluation form that we add below, evaluating their own teaching activity with their own criteria and judgement.
- Self-evaluation meeting: a teaching team meeting is held where others evaluate the same aspects.
- Items are assigned a value indicating whether it is a Strength (F) or a Weakness (D)

Joint evaluation makes us more aware of who we are and what we need to reinforce or improve and allows us to work on team communication and mutual collaboration.

The results of the self-evaluation also make it easier for each individual to figure out their strengths and thus improve the project and its educational quality.