

Curriculum of EDU VALEM PRIVATE SCHOOL

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Curriculum of EDU VALEM PRIVATE SCHOOL

General provisions

- (1) The curriculum of EDU VALEM PRIVATE SCHOOL (hereinafter referred to as EVPS) has been drawn up on the basis of regulation No. 1 of the Government of the Republic of 6 January 2011 National Curriculum for Basic Schools and the Private Schools Act and it is the source document for schooling and education at the EDU VALEM PRIVATE SCHOOL.
- (2) The curriculum of EVPS consists of two parts: the curriculum for basic schools and the added syllabi.
- (3) The full text of the curriculum of EVPS is available on the school's website.
- (4) Each academic year, the teacher shall compile a work plan for all classes he/she teaches on the basis of the general part of the curriculum of EVPS and the syllabus.
- (5) In syllabi, the following are presented by stages:
 - 1) subject field competence,
 - 2) formation of general competences,
 - 3) integration with other subject field competences and subject fields,
 - 4) handling of cross-curricular subjects,
 - 5) schooling and educational objectives of the subject.The following are presented by classes:
 - 6) learning content and activities and learning outcomes,
 - 7) principles and criteria for assessment, including formative assessment.

General part of the curriculum of EDU VALEM PRIVATE SCHOOL

1. Core values of EVPS

EVPS creates conditions for the development of pupils' diverse talents, their capacity for self-realization and the formation of a science-based world view, facilitating their intellectual, physical, moral, social and emotional development. It is the task of the basic school to help cultivate individuals who are happy in their personal life and able to integrate into society.

2. Objectives of schooling and education

2.1. Objectives of schooling and education in basic school

- (1) Basic schools have a role to play in both schooling and education.
- (2) The objectives of EVPS in schooling and education are:
 1. the creation of conditions that aid the development of pupils into creative, diverse individuals who are able to realise themselves fully in different roles: in the family, at work and in public life;
 2. supporting the emotional, moral, physical and social development of pupils and helping to shape a comprehensive world view;

3. supporting the pupils' motivation to learn and facilitating the development of learning skills, self-reflection, critical thinking, knowledge and volitional qualities as well as creative self-expression by providing an age-appropriate, safe, positive and educational learning environment;
4. shaping of core values, including the ability to take responsibility for the consequences of one's actions, a tolerant and understanding attitude towards the diversity of the world and its people;
5. preparation of pupils for continuing their studies at the next educational level and for life-long learning;
6. paying particular attention to the study of Estonian language and culture through activities in the classroom and outside;
7. shaping of environmentally aware individuals who are prepared to find solutions to environmental and human development issues.

2.2. Core values of basic education at EVPS

- Basic schools have a role to play in both schooling and education. The school aids in the development of pupils into creative, diverse individuals who are able to realise themselves fully in different roles: in the family, at work and in public life.
- The primary objective of schooling and education in basic schools is to ensure the pupil's age-appropriate cognitive, moral, physical and social development and the formation of a comprehensive world view.
- It is the task of the basic school to provide the pupils with an age-appropriate, safe, positive and educational learning environment, which supports the pupils' motivation to learn and the development of learning skills, self-reflection, critical thinking, knowledge and volitional qualities, creative self-expression and social and cultural identity.
- Basic school ensures the formation of core values. The pupils are able to understand the values underlying their actions and to take responsibility for the consequences of actions.
- Basic school lays a foundation for self-definition as a self-aware individual who is a member of a family, a nation and society, who is self-conscious as well as tolerant and open towards the diversity of the world and people.
- Socialisation of the new generation shall be founded on the adoption of the traditions of Estonian culture, the common values of Europe and the main cultural and scientific achievements of the world. People who have acquired a good basic education are able to integrate into society and contribute to the sustainable social, cultural, economic and ecological development of Estonian society.
- Basic school shapes the pupils' readiness to continue studying at the next level of education and during their entire future life.
- In the schooling and education provided at basic schools, particular attention shall be paid to the high-quality learning of Estonian.

3. Competences developed in basic schools

Competence is the combination of relevant knowledge, skills and attitudes which ensures the child's capacity to operate successfully in a particular area of activity or field.

The objective of schooling and education at EVPS is to develop:

- general competences,
- subject field competences,
- subject competences.

3.1. General competences

General competences are competences that cross the boundaries of subjects and subject fields. General competences are developed through all subjects as well as extracurricular and out-of-school activities and their formation is monitored and guided by teachers and the cooperation between the school and home. The development of general competences is facilitated by the integration of subjects and choice of methods. Feedback on the development of general competences is provided through formative assessment and the pupil's self-assessment.

General competences:

- 1) value competence – the ability to evaluate human relations and activities from the standpoint of generally accepted moral norms; to sense and value one's ties with other people, nature, the cultural heritage of one's own country and nation and those of others, and with the events in contemporary culture; to value art and to develop one's sense of aesthetics;
- 2) social competence – the ability to realise one's potential, to function as an aware and conscientious citizen and to support the democratic development of society; to know and respect the values and norms established in society and the rules of various environments; to engage in cooperation with other people; to accept interpersonal differences and take them into account when interacting with people;
- 3) self-definition competence – the ability to understand and assess oneself, one's weaknesses and strengths; to adhere to healthy lifestyles; to find solutions to problems related to oneself, one's mental and physical health as well as to problems arising in human relations;
- 4) learning competence – the ability to organize one's learning environment and obtain information needed for learning; to plan learning and follow the plan; to use the outcome of the learning process, including learning skills and strategies, in different contexts and for solving problems; to analyse one's knowledge and skills, strengths and weaknesses, and on that basis, the need for further learning;
- 5) communication competence – the ability to clearly and relevantly express oneself, taking into account situations and partners in communication; to present and justify one's positions; to read and understand information and literature; to write different types of texts, using appropriate linguistic devices and suitable style; to prioritize correct use of language and rich expressive language;

6) mathematical competence – the ability to use the language, symbols and methods characteristic of mathematics, to solve various tasks in all walks of life and spheres of activity;

7) entrepreneurship competence – the ability to come up with ideas and implement them, using the acquired knowledge and skills in different areas of life; to see problems and the opportunities that lie within them; to set goals and carry them out; to organize joint activities, show initiative and take responsibility for results; to react flexibly to changes and to take judicious risks.

The development of general competences in EVPS is described in the general part of the curriculum and in syllabi by stages of study. Basic school has the following stages of study:

1st stage – grades 1 – 3

2nd stage – grades 4 – 6

Value competence		
Subject field	Knowledge, skills, attitudes	Methods, ways of achieving
Language and literature	Understands the specifics of literature as an art; has acquired moral and aesthetic-emotional values as well as cultural values on the basis of the literary and popular science texts read; understands and accepts spiritual and cultural values; knows that language is a carrier of national culture, that language skills play an important part in a person's identity; values functional literacy; holds a critical attitude towards sources of information, including media.	Reading literary and popular science texts; through functional literacy
Foreign languages	Is familiar with the cultures of the countries where the languages taught are spoken; understands and accepts different value systems that originate from specific cultures.	Through getting to know cultures
Mathematics	Is familiar with the works of mathematicians from different countries and eras; is aware of the elegance of logical thinking and the beauty of the geometric shapes studied as well as their connections to architecture and nature (e.g. symmetry, golden ratio); is persistent, persevering and exact, is tolerant of pupils with different mathematical abilities.	Tasks requiring logical thinking; through getting to know architecture and nature
Natural sciences	The pupil has a comprehensive overview of the connections and interactions in the natural environment and the impact of human activity on the environment, has a positive attitude towards all living things and one's surroundings; is interested in natural sciences and cultural phenomena that offer new insights and solutions, acknowledges the importance of biodiversity and the necessity for its protection, values	Discussions, inquiry-based learning, study tours, classes outdoors

	sustainable and responsible lifestyles and healthy living.	
Social subjects	Understands the core values of humanism, democracy and sustainable development; respect different ideological convictions; justifies one's choices; in addition to one's own welfare, takes into account also others; is capable of opposing the violations of central norms; understands value systems and lives in accordance with one's thoughts, words and feelings.	Diverse teaching methods are used with the emphasis on active learning methods: discussions, case studies, pair work, project-based learning, role playing, group works, debates, preparation of a study portfolio and research paper, practical work and research (e.g. filling in worksheets, creative writing, looking for information in various sources) etc.
Art subjects	Has knowledge of culture, regards cultural space based on shared cultural heritage as part of one's identity; values individual and cultural diversity, has acquired ethical and aesthetic values through topics discussed and the art works and events analysed; is aware that arts are a method of self-expression, values different ideas, standpoints and solutions to problems and respects authorship; approaches different information channels consciously and critically.	Practical creative activities and related discussions, analysis of art works and events
Technology	Takes into account the diversity of opinions and ideas; is capable of justifying one's opinions, enjoys working and completes the work started.	Projects and activities that facilitate the development of creativity; joint discussions, analysis of work and its results
Physical education	Prioritises health and a sustainable way of life; protects and strengthens one's health; is capable of making informed decisions in one's health behaviour; respects nature and the material values created by humans; is friendly and respectful towards one's peers and values the principles of fair play in sports, thereby developing into a moral person.	Diverse teaching methods are used, including active learning: role playing, discussions, project-based learning, preparation of a portfolio and research paper etc.
Social competence		
Subject field	Knowledge, skills, attitudes	
Language and literature	Has a comprehensive view of the world and an understanding of human relationships, is communicative, presents and justifies one's standpoints; takes into consideration one's communication partner, chooses an appropriate way of behaving.	Oral and written communication
Foreign languages	Is familiar with the cultural background of the countries where the language taught is spoken, knows the rules of conduct and social practices established in these	Use of various forms of learning (e.g. group work, project-based learning) and active participation in cultural

	countries.	programmes related to the language taught
Mathematics	Feels a sense of responsibility towards society and fellow citizens; cooperation skills are well-developed.	Solving text-based exercises, group work
Natural sciences	Acknowledges local and global environmental problems, solves dilemmas where in addition to the perspectives of natural sciences, the aspects related to human society have to be considered - legal, economic and ethical-moral positions.	Solving dilemmas Methods of active learning: group work in inquiry-based learning and in solving dilemmas, analysis of the results of observations and experiments and the oral presentation of a summary
Social subjects	Understands the causes for and consequences of social changes that have taken place in the history of human society and are taking place currently; is familiar with simpler research methods in social sciences and uses some of them in school work and in everyday life; is familiar with and respects human rights and democracy, knows citizens' rights and responsibilities, is familiar with cultural differences and follows generally accepted codes of behaviour; is interested in the development of their nation, community and the world, has formed their own opinions, is an active and responsible citizen.	Research methods, discussions, case studies, project-based learning, role playing, practical and research work; approach to the subject is as close to real life as possible; extensive learning environment - institutions, museums, exhibitions
Art subjects	Is ready to cooperate; defends one's viewpoints, is respectful of the opinions of others, has acknowledged human impact in shaping and using both nature and the spatial and virtual environments created by humanity.	Inquiry-based and practical group work in art subjects, discussions and presentations, joint music-making and participation in joint art projects; activities in nature and in the spatial and virtual environments created by humans.
Physical education	Is polite, attentive, helpful and tolerant towards one's peers; accepts the differences between people, takes them into account when communicating; can be assertive.	Cooperation
Self-definition competence		
Language and literature	Discusses age-appropriate problems, expresses one's viewpoints and seeks answers; supplements one's knowledge of language and literature from different sources.	Media and literary texts, creative work.
Foreign languages	Evaluates one's strengths and weaknesses.	Through discussions, role playing and other learning activities
Mathematics	Can work independently.	Independent work

Natural sciences	Has acquired knowledge of human anatomy, physiology and healthy lifestyles; is aware of individual energy and dietary needs, the personalisation of healthy workout regimes, risks associated with illnesses and the different aspects of healthy lifestyles.	In nature study classes
Social subjects	Understands and values oneself; evaluates one's weaknesses and strengths and develops a positive attitude towards oneself and others; adheres to a healthy lifestyle; is capable of efficiently and safely solving various problems related to oneself, one's mental, physical, emotional and social health and problems arising from human relationships; has developed a national, cultural and state-related sense of identity.	Solving problem tasks
Art subjects	Is aware of one's interests and abilities and has a positive self-esteem. Has developed a personal, social and cultural identity.	Creative tasks; observing cultural phenomena, the content, message etc. of artworks and pieces of music, integration into society
Physical education	Is capable of evaluating one's physical abilities and is prepared to develop them, is capable of monitoring and controlling one's behaviour, practising healthy lifestyles and avoiding dangerous situations.	Differentiated tasks are used, the content and difficulty level of which support a personalised approach and increase the motivation to learn.
Learning competence		
Language and literature	Well-developed listening and reading skills, understands different types of texts, differentiates between facts and opinions, is capable of finding information from different sources and uses it critically, prepares different types of texts; formulates and expresses one's opinion.	Using different types of texts, finding information from different sources and preparing different types of texts
Foreign languages	Carries out self-reflection and analyses the knowledge and skills acquired (e.g. based on the principles of the European Language Portfolio).	Using different learning strategies (e.g. seeking information from foreign-language sources, using dictionaries), using the European Language Portfolio
Mathematics	Analyses rational methods and evaluates one's skills critically, generalises and uses analogy, is aware that difficult problems can only be solved through independent thinking.	Solving problem tasks
Natural sciences	Is capable of finding information related to natural sciences, can formulate problems and research questions, plans and carries out	Different learning activities, inquiry-based learning ICT-based learning

	experiments and observations and prepares summaries.	environments
Social subjects	Organises one's learning environment and procures the necessary means and information for learning, plans one's learning, uses what they have learnt in different contexts and in problem solving, carries out self-analyses, makes plans for future learning.	Development of skills, self-analysis
Art subjects	Obtains information, analyses and interprets it; uses what they have learnt in new situations, comes up with achievable tasks, checks the suitability of one's choices, consistently tests and practices new skills.	Different tasks, teaching methods and types of work; individual and group work, research and problem tasks; constant feedback and self-analysis
Technology	Is aware of and analyses the connection between technology and different types of knowledge, experiences the necessity of what they have learnt in practice; organises one's work independently, starting from collecting information, selecting materials and the method of processing and concluding with carrying out the work and analysing the result; is capable of noticing and solving problems, evaluating and developing one's abilities and managing one's study process.	Independent organisation of work
Physical education	Analyses the level of one's movement skills and physical abilities and comes up with methods for perfecting them; learns new and appropriate ways of movement.	New and appropriate ways of movement
Communication competence		
Language and literature	Values the correct use of language and rich expressive language.	The subjects in the subject field as a whole support the formation of pupils' linguistic competence and communicative skills and their aesthetic, cultural and social development.
Foreign languages	Good self-expression, reading comprehension and writing skills.	Central competence in foreign language learning
Mathematics	Expresses one's ideas clearly, concisely and accurately; understands texts and distinguishes between what is important and what is not; understands, is able to connect and communicate information presented in different ways (text, graph, table, diagram, formula).	Formulating hypotheses and theorems and formalising the solution to a task; solving text-based tasks, finding information required to determine the given amount, presentation of the content of

		mathematical symbols and formulas in everyday language
Natural sciences	Seeks information related to natural sciences from different sources, including the internet, analyses the information found and evaluates its truthfulness, formalises the results of observations and experiments correctly, prepares written and oral summaries, uses the terms and symbols characteristic of the discipline correctly in both an abstract scientific and a specific everyday context.	Finding information related to natural sciences from different sources, including the internet, formalising the results of observations and experiments
Social subjects	Expresses oneself clearly and appropriately in different social situations; reads and understands informative, everyday and literary texts; writes different types of texts, uses appropriate linguistic devices and appropriate style; values the correct use of language and rich expressive language.	Reading informative, everyday and literary texts; writing different types of texts
Art subjects	Is capable of talking about artworks, styles, eras in art etc. using both simple everyday descriptions and area-specific language; presents one's work; compares and defends different viewpoints in discussions; understands informative texts and uses different ways of presenting information (text, drawing, scheme, table, graph), is familiar with the specific non-verbal language characteristic of art subjects.	Preparing literature reviews and research papers; acquainting oneself with art and music and means of communication, discussions
Technology	Takes others into consideration and helps them, has experienced the benefits of cooperation; analyses one's behaviour and its impact on peers and work.	Joint tasks and projects
Physical education	Uses the language specific to sports and dance.	Reading and understanding informative and everyday texts
Mathematical competence		
Language and literature	Knows how to spell numerals.	Using the study texts and text-based tasks of mathematics
Foreign languages	Is capable of calculating in a foreign language (e.g. when shopping).	Using the study texts and text-based tasks of mathematics
Natural sciences	Presents experimental and observational data in tables and diagrams, analyses them, finds connections and links figures with the problem being solved, presents different objects and processes, compares and connects them.	Inquiry-based learning, preparation and analyses of diagrams, comparison of objects and processes
Social subjects	Uses the language, symbols and methods specific to mathematics in all areas of life and activity.	Supported by all subjects in the field

Art subjects	Formulates problems, discusses the ways of solving them, justifies one's choices and analyses results; also analyses art categories (composition, structure, rhythm etc.), compares and groups the characteristics of different phenomena and uses symbols.	Tasks applicable in arts
Technology	Is capable of reading figures.	Joint discussions, situations similar to daily life, joint work and different projects
Physical education	Analyses technical skills in sports, explains the indicators of physical performance and the dynamics of sports results.	Using the language, connections, methods etc. specific to mathematics
Entrepreneurship competence		
Language and literature	Shows initiative and is active, participates in projects, is capable of finding solutions.	Discussing the age-appropriate problems that originate from media and literary texts as well as from the daily life of pupils, creative projects
Foreign languages	Is confident and courageous, carries out one's ideas and goals; cooperates with like-minded pupils of the same age who speak the same foreign language.	Creation of a foreign-language environment
Social subjects	Sees problems and the opportunities inherent therein; sets goals, generates ideas and carries them out; has developed a sense of initiative and responsibility, engages in cooperation to achieve goals; completes one's tasks, reacts flexibly to changes, takes justified risks and is able to handle uncertainty; analyses resources adequately, estimates the consequences of actions and is consistent with one's goals.	Entrepreneurship competence is primarily shaped in social education classes; pupils learn to find appropriate and creative methods to carry out ideas.
Natural sciences	Engages in discussions on various topics of applied sciences where the everyday importance of abstract scientific facts and theories becomes apparent; has an overview of professions related to natural sciences and the research institutions and companies active in the corresponding field, solves dilemmas related to the environment and makes competent decisions, which in addition to scientific viewpoints take into consideration also social aspects.	The development of entrepreneurship competence is supported by an inquiry-based approach, which involves systematic planning of experiments and observations and the analysis of results.
Art subjects	Tries out different ways of expressing and presenting ideas, selects suitable methods and emphasises one's strengths, plans one's actions, takes responsibility for carrying out one's work and for its results, is familiar with the professions and institutions related to the field.	In art subjects, the development of entrepreneurship competences is facilitated by individual and group work, inquiry-based and problem-based tasks and connecting what is taught with

		the phenomena of contemporary everyday life. In the field of arts, innovative and creative solutions are valued. The professions and institutions related to the field are also introduced.
Technology	Open to creative ideas and original viewpoints; prepares a product starting from the idea to the completion of the item; carries out one's ideas through various models of entrepreneurship (designing products by an individual (pupil), their production and sale (parallels with self-employed persons); as team work, setting up a temporary café in the school, for example; designing a product and organising its preparation in the class).	Subject-related projects; during the learning process, ideas are generated, items/products are designed, modelled and made and pupils learn to present them. Through tasks and joint discussions, pupils learn to notice the functionality of the design of various items and the links with art and cultural background.
Physical education	Is capable of noticing problems and finding solutions to them, sets goals, generates ideas and finds appropriate means and methods to carry them out; analyses the level of one's physical abilities and movement skills, plans activities and acts with the intent of strengthening one's health and improving one's performance; has developed the ability to manage in society and the courage to take risks	Commenting on one's actions/performance and describing the actions of one's peers; collecting and comparing one's results; testing one's physical abilities and assessing the results; participation in sports competitions and/or dance events as a competitor/participant; watching sports and dance events on TV; verbal reports, discussions

In addition to general competences, sections 7, 9 and 11 of the National Curriculum for Basic Schools establish the competences by stages of study. The competences, the development of which takes place through the formation of subject field competences and cross-curricular topics, have been described below.

At the end of the first stage of study, the pupil:

- 1) respects their family, class and school; is polite, keeps promises; knows that no one is to be humiliated, bullied or teased; is capable of listening to their peers and valuing them;
- 2) wants to learn, is glad to acquire new knowledge and skills, is capable of studying alone and with others, in pairs and in groups, is able to allocate sufficient time for studying, hobbies, duties at home and leisure activities;
- 3) knows their ethnicity and has a respectful attitude towards their nationality;
- 4) is capable of mentally preparing themselves for carrying out a task and to see the meaning of the activities carried out to complete the task; can put together a daily schedule and follow it;
- 5) is able to find information from texts (including data, terms, characters, activities, events and their time and place) and to understand it as well as to present it orally and in writing;

- 6) is able to understand and use everyday expressions and simpler phrases in the foreign language being taught;
- 7) calculates and is able to use suitable measuring tools and measurement units in solving age-appropriate tasks in different areas of life;
- 8) acts in a manner that helps to preserve nature;
- 9) is capable of purposeful observation, can notice similarities and differences and to describe them; is capable of comparing objects and phenomena, to group them based on one or two qualities and to read a simple plan, table, diagram and map;
- 10) is able to use simpler computer programmes and technical appliances in use at home and at school;
- 11) respects their home, homeland and the Estonian state, is familiar with its symbols and adheres to the associated code of conduct;
- 12) is able to notice and value beauty; appreciates creativity and delights in physical exercise, creative self-expression and creative activities;
- 13) maintains cleanliness and order, takes care of their appearance and health and wants to be healthy;
- 14) is capable of avoiding dangerous situations and calling for help in an emergency, knows safe traffic practices;
- 15) knows who to turn to with different problems and is prepared to do so.

At the end of the second stage of study, the pupil:

- 1) has an appreciation for harmonious human relationships, understands their role as a family member, friend, peer and pupil; respects agreements, is trustworthy and takes responsibility for one's actions;
- 2) is capable of focusing on fulfilling study tasks, is able, with guidance, to use age-appropriate techniques (including pair and group techniques), depending on the specific nature of the study assignment;
- 3) values their ethnicity and culture among other ethnicities and cultures, espouses an attitude towards people that is free of prejudices, recognizes the differences between people, views and situations and understands the need for compromise;
- 4) is capable of planning and evaluating their activities and, to attain the result, select and implement the necessary actions, see their errors and correct their activities;
- 5) is capable of expressing, justifying and defending their opinion, knows their strengths and weaknesses and tries to identify one's interests;
- 6) is capable of listening mindfully and reading age-appropriate texts, creating age-appropriate linguistically-correct and situation-appropriate oral and written texts and understanding spoken language;
- 7) gets by in at least one foreign language in everyday communication situations that require direct and simple exchange of information on familiar and routine topics;
- 8) has mastered computational and measuring skills, knows and is able, with guidance, to use rules of logic in solving problems in different areas of life;
- 9) values a sustainable lifestyle, is capable of asking questions in the field of natural sciences and obtaining information on natural sciences, knows how to act in nature, takes an interest in nature and exploring nature;
- 10) is capable of using a computer and the internet as a means of communication and is able to perform word processing on a computer;
- 11) is able to find answers to their questions, obtain the necessary information from various sources, interpret, use and convey it; is able to distinguish between fact and opinion;
- 12) senses that they are a citizen of one's state and follows social norms;
- 13) values art and is able to express oneself using artistic means;

- 14) values healthy lifestyles, is aware of factors that harm health and of the hazards of addictive substances;
- 15) has found a suitable hobby and has a general idea of the employment world.

3.2. Subject field competences

Subjects with similar objectives and content make up a subject field. The primary objective of a subject field is to shape the corresponding subject field competences, which is supported by the objectives of each subject and their learning outcomes. The development of subject field competences is also supported by subjects in other subject fields and extracurricular and out-of-school activities.

The curriculum of EVPS includes the following subject fields:

- 1) language and literature;
- 2) foreign languages;
- 3) mathematics;
- 4) natural sciences;
- 5) social subjects;
- 6) art subjects;
- 7) technology;
- 8) physical education.

The development of subject field competences is described in syllabi and is based on learning outcomes. Syllabi set forth both learning outcomes for each stage of study as well learning outcomes achieved in covering study topics. Learning outcomes support the formation of subject field competences and reflect the achievements of pupils well. Learning outcomes that express values are not assessed numerically; rather, feedback is given to the pupil regarding their achievements.

4. Approach to learning and learning environment

4.1. Approach to learning

- (1) In basic school, learning is based on output.
- (2) The organisation of the learning environment and learning activities corresponds to the pupils' development and age, but offers tasks that require effort and enable achieving the planned learning outcomes.
- (3) The provision of education is founded on the mutual trust and cooperation between the entire school, the pupil and their family. The teacher provides a suitable environment for development

and helps pupils in figuring out their identity and supports them throughout the process of adopting socially accepted behaviour patterns.

(4) In planning and carrying out the learning process:

- 1) the special character of the pupil's perceptual and cognitive processes, abilities, linguistic, cultural and family background, age, sex, health status, interests and experiences shall be taken into account;
- 2) the pupil's study load should correspond to the age and aptitude of the pupil, allowing them time for leisure activities and hobbies;
- 3) the pupil is exposed to diverse experiences from different cultural fields;
- 4) knowledge and skills are used in a real situation; research is conducted and the subject matter in different fields is integrated with everyday life;
- 5) possibilities are created for studying and coping in different social relationships (pupil-teacher, pupil-pupil);
- 6) contemporary and diverse study methods, means and techniques are used (including oral and written texts, audio and visual study resources, active learning methods, field trips, outdoor and museum learning etc.);
- 7) relevant means and methods of assessment are used;
- 8) differentiated learning assignments are used, the content and difficulty level of which allow pupils to study at a suitable level of exertion, considering the individuality of everyone.

(5) Learning activities and their outcomes will be shaped into a whole through integration. Integration supports the development of pupils' general and subject field competences. The manner in which integration is to be achieved is described in the general part of the school curriculum, in syllabi, and in schooling and education plans.

4.2. Learning environment

Learning environment consists of the mental, social and physical environments surrounding the pupils. It is the environment in which pupils develop and learn. The learning environment in EVPS supports the pupils' development into independent and active learners, promotes the core values of basic education and the spirit of the school community as well as preserves and develops local and school community traditions.

The principles of EVPS in developing the social and mental learning environment:

- the entire school community participates in shaping the learning environment;
- the organisation of learning protects and promotes the mental and physical health of pupils;
- the study load is appropriate to age and aptitude;
- mutual respect and compliance with agreements;
- fair and unprejudiced attitude to pupils;
- readiness for exchanges of views, including criticism;

- friendliness and benevolence;
- supporting good ideas and initiatives;
- the efforts and learning success of all pupils is noticed and rewarded; stigmatisation and the reduction of pupils' self-confidence is avoided;
- prevention of violence and bullying based on ethnicity, race and gender among pupils.

The principles of EVPS in developing the physical environment:

- the premises, furnishings and design of the rooms; computers, learning technologies and devices are expedient for the purposes of learning;
- the furnishings of the premises and rooms used are safe and conform to health protection and safety requirements;
- rooms, furnishings and study materials have an aesthetic appearance;
- study materials are age-appropriate and adapted to the individual needs of a pupil;
- there exist opportunities for promoting physical education and healthy lifestyles in the classroom and outside.
- Learning may be organized outside the school premises as well (including the school yard, nature, museums, archives, environmental education centres, companies and institutions) and in virtual learning environments.

5. Teaching time at EDU VALEM PRIVATE SCHOOL by subjects and years, list of optional courses and the principles for their selection as well as the use of different learning languages by subject.

5.1. Teaching time by subjects and years

Teaching time by subjects and years

Subjects	Grade 1	Grade 2	Grade 3	Grades 1-3	Grade 4	Grade 5	Grade 6	Grades 4-6
Russian	6	6	7	19	5	3	3	11
Literature						2	2	4
Estonian	2	2	2	6	4	4	4	12
Foreign language (English)	1	1	1	3	3	3	3	9
Mathematics	3	3	4	10	4	4	5	13
Nature studies	1	1	1	3	2	2	3	7
History						1	2	3
Social studies							1	1
Human studies		1	1	2		1	1	2
Music	2	2	2	6	2	1	1	4
Art	2	1	1.5	4.5	1	1	1	3
Crafts	1	2	1.5	4.5				
Handicraft and home economics and technology studies					1	2	2	5
Physical education	2	3	3	8	3	3	2	8
Optional subjects								
Estonian		1		2				
Estonian literature						1		1
	20	23	25	68	25	28	30	83
Classes in total	10	9	10	29	9	9	10	28

5.2. Lists of optional subjects and the principles for their selection in basic school

Lists of optional subjects

1st stage of study: 2 classes

Subjects as optional subjects	Grade 1	Grade 2	Grade 3	Grades 1-3
Russian	0	1	0	1
Estonian as a second language	0	1	0	1
Total				2

2nd stage of study: 1 class

Subjects as optional subjects	Grade 4	Grade 5	Grade 6	Grades 4-6
Estonian literature/Estonian language	0	0.5	0	0.5

Economics or ecology	0	0.5	0	0.5
Total				1

The school determines the optional subjects of stages I-II based on the aims of the development plan.

Principles for selecting subjects:

- the objectives of cross-curricular topics set forth in the national curriculum shall be taken into account;
- conditions are created for integrating the acquired content and skills with everyday life, future work and studying;
- conditions are created for preserving and developing the Russian language, for learning Estonian language and culture, for learning English.

Due to the limited amount of optional subjects at EVPS, hobby circles are organised in which the educational needs of pupils are satisfied and the school's development plan is fulfilled.

These hobby circles are:

painting,
fun mathematics,
musical Estonian,
creative workshop,
dancing.

6. Cross-curricular topics and the principles for addressing them in basic school

6.1. Cross-curricular topic "Lifelong Learning and Career Planning"

The aim of the cross-curricular topic of "Lifelong Learning and Career Planning" is to facilitate the development of the pupil into an individual who is prepared to study throughout their life, fulfil different roles in changing learning, living and working environments and to make use of their skills and knowledge in a professional field.

The pupil will be encouraged to:

- 1) become aware of their interests, abilities and skills, which help in developing an adequate sense of self-esteem and more specific career plans;
- 2) develop their learning skills, communication skills, cooperation and decision-making skills and information handling skills;
- 3) develop their ability of setting goals for themselves and to act systematically in realising them;
- 4) develop their readiness for lifelong learning and making career-related decisions and to be aware of educational and training opportunities;
- 5) get to know different occupations and professions, their development in the past and in the future, learn about legislative acts governing employment relationships and the local economic conditions.

Treatment of the cross-curricular topic of "Lifelong Learning and Career Planning" in the 1st stage of study

Treating the cross-curricular topic in the 1st stage of study helps to shape a positive attitude to learning in pupils and supports the acquisition of primary learning skills. Through playful activities, pupils are encouraged to develop and get to know themselves and the world of work in their vicinity, while relying on their experience of everyday life. Different areas of activity and roles are introduced to the pupils, emphasising their interconnectedness.

In the 1st stage of study, the cross-curricular topic of "Lifelong Learning and Career Planning" is carried out through the following activities:

- hobby circles (musical Estonian and English, the band Pervotsvety, Estonian literature and local history);
- study trips and outdoor learning;
- cooperation with the city library;
- competitions and Olympiads;
- extracurricular activities and events;
- integrated classes;
- learning environment Miksike and mathematical competition Kangaroo;
- competition Pupil of the Year;
- cooperation with other schools, local enterprises, educational and cultural institutions;
- project Back to School;
- development interviews.

Treatment of the cross-curricular topic of "Lifelong Learning and Career Planning" in the 2nd stage of study

Treatment of the cross-curricular topic in the 2nd stage of study will be focused on the pupil's social and coping skills, capability of adapting to the changing environment, getting to know and developing one's interests and abilities. The objective is to help shape basic learning skills, empathy, communication and self-control skills in pupils. The pupils are introduced to different professions and the possibilities of acquiring them.

In the 2nd stage of study, the cross-curricular topic of "Lifelong Learning and Career Planning" is carried out through the following activities:

- study trips and outdoor learning;
- cooperation with the city library;
- competitions and Olympiads;
- extracurricular activities and events;
- integrated classes;
- learning environment Miksike and mathematical competition Kangaroo;
- competition Pupil of the Year;
- cooperation with other schools, local enterprises, educational and cultural institutions;
- project Back to School;
- project School Radio;
- classes;
- school's web-based newspaper and sports paper;
- development interviews.

6.2. Cross-curricular topic "Environment and Sustainable Development"

The aim of the cross-curricular topic of "Environment and Sustainable Development" is to facilitate the pupil's development into a socially active, responsible and environmentally-aware individual, who preserves and protects the environment and values sustainability, is prepared to find solutions to environmental and human development issues.

The pupil will be encouraged to:

- 1) understand nature as an integral system, the interconnectedness of people and the surrounding environment and human dependence on natural resources;
- 2) understand the interconnectedness of different aspects of human cultural, social, economic and technological development and the impact of human activity;
- 3) value biodiversity (including landscape), cultural diversity and ecological sustainability;
- 4) discuss environmental problems on the local, societal and global level, form their own environmental viewpoints and suggests solutions to environmental problems;
- 5) take responsibility for sustainable development, act in a manner that preserves nature and supports sustainable development; assess, and upon necessity, change one's consumer choices and lifestyle.

Treatment of the cross-curricular topic of "Environment and Sustainable Development" in the 1st stage of study

Treatment of the cross-curricular topic in the 1st stage of study is based on the pupils' experiences, the phenomena of everyday life and the immediate experiencing of nature. The aim of schooling and education is to develop the pupil's awareness of the environment. Attention will be paid to the environmental issues around the home and school and the ways in which environmental problems can practically be avoided and solved.

In the 1st stage of study, the cross-curricular topic of "Environment and Sustainable Development" is carried out through the following activities:

- hobby circles (local history);
- classes;
- study trips and outdoor learning;
- cooperation with the city library;
- competitions and Olympiads;
- extracurricular activities and events;
- creative activities;
- competition Pupil of the Year;
- cooperation with other schools, local enterprises, educational and cultural institutions;
- publishing the school's web-based newspaper and sports paper;
- project Back to School;
- development interviews.

Treatment of the cross-curricular topic of "Environment and Sustainable Development" in the 2nd stage of study

In the 2nd stage of study, treatment of the cross-curricular topic is primarily focused on addressing regional and Estonian environmental problems. The aim is to develop the pupil's willingness to participate in preventing and solving environmental problems and to shape environmental decision-making skills. Sustainable approach to one's surroundings is developed and pupils are taught to value their living environment, to acknowledge themselves as consumers and to act in a manner that preserves the environment.

In the 2nd stage of study, the cross-curricular topic of "Environment and Sustainable Development" is carried out through the following activities:

- classes;
- study trips and outdoor learning;
- projects supported by the Ministry of the Environment;
- cooperation with the city library;
- competitions and Olympiads;
- extracurricular activities;
- creative activities;
- publishing the school's web-based newspaper and sports paper;
- development interviews;
- class teacher's hours.

6.3. Cross-curricular topic "Civic Initiative and Entrepreneurship"

The aim of the cross-curricular topic of "Civic Initiative and Entrepreneurship" is to facilitate the development of pupils into active and responsible members of the community and society, who understand the principles and mechanisms on which society operates and the importance of civic initiative, feel themselves to be members of society and rely on national cultural traditions and development directions in their activities.

The pupil will be encouraged to:

- 1) value the democratic organisation of common life as well as cooperation, civic initiative, volunteer action and the peaceful and non-violent solving of conflicts;
- 2) be enterprising and capable of showing initiative, formulate their own viewpoints and express them;
- 3) get to know and protect their rights and the rights of others and to understand the responsibilities and obligations associated with them;
- 4) understand the links between public, business and non-profit sectors and their operation;
- 5) understand one's role in society as an individual and acquire skills to participate in decision-making processes;
- 6) understand the role of entrepreneurship in society and have a positive attitude to entrepreneurship and participation in it.

Treatment of the cross-curricular topic of "Civic Initiative and Entrepreneurship" in the 1st stage of study

When addressing the cross-curricular topic in the 1st stage of study it is essential to acquire experience in cooperation and joint decision-making. Depending on the possibilities of the area,

pupils are introduced to local companies, youth associations and other volunteer organisations or interest groups that organise community activities in which pupils can participate.

In the 1st stage of study, the cross-curricular topic of "Civic Initiative and Entrepreneurship" is carried out through the following activities:

- hobby circles;
- study trips and outdoor learning;
- cooperation with the city library;
- competitions and Olympiads;
- extracurricular activities and events (Russian and Estonian national traditions);
- integrated classes;
- learning environment Miksike;
- competition Pupil of the Year;
- cooperation with other schools, local enterprises, educational and cultural institutions;
- project Back to School;
- development interviews;
- class teacher's hour.

Treatment of the cross-curricular topic of "Civic Initiative and Entrepreneurship" in the 2nd stage of study

When addressing the cross-curricular topic in the 2nd stage of study it is important to support the pupil's initiative and to offer them opportunities and help for joint initiatives. Pupils are encouraged to work independently towards a common goal and to take on associated responsibilities and obligations. It is important to encourage pupils to find creative solutions to problems that are suitable for them to solve and to allow them to experience the usefulness and necessity of working together.

In the 2nd stage of study, the cross-curricular topic of "Civic Initiative and Entrepreneurship" is carried out through the following activities:

- study trips and outdoor learning;
- cooperation with the city library, art gallery, Tallinn Museum;
- competitions and Olympiads;
- the work of student companies (participation in a fair for student companies);
- extracurricular activities and events (Russian and Estonian national traditions that have been organised on the initiative of pupils);
- integrated classes;
- learning environment Miksike;
- competition Pupil of the Year;
- cooperation with other schools, local enterprises, educational and cultural institutions;
- project Back to School;
- lessons prepared by pupils;

- publishing the school's web-based newspaper and sports paper;
- development interviews;
- participation in the school's student council;
- projects carried out on the initiative of pupils;
- meetings with entrepreneurs.

6.4. Cross-curricular topic "Cultural Identity"

The aim of the cross-curricular topic of "Cultural Identity" is to facilitate the development of pupils into culturally aware individuals who understand the role of culture in shaping people's ways of thinking and acting and know how cultures have changed over the course of history, who have an idea of the diversity of cultures and of the particularities of lifestyles determined by culture and who value native culture and cultural diversity and are culturally tolerant and open to cooperation.

The pupil will be encouraged to:

- 1) see themselves as a carrier of culture, as its driver and mediator of cultures;
- 2) understand the importance of intercultural communication and cooperation in shaping a sustainable society;
- 3) be tolerant and respect the representatives of other cultures and their traditions and creations, disapprove of discrimination;
- 4) get to know and value the cultural heritage and uniqueness of their own and other cultures, on the one hand relying on what they have been taught in various subjects and generalising it, on the other hand drawing on what they have read, seen and experienced on their own;
- 5) acknowledge and get to know the cultural diversity of past and present societies;
- 6) learn about the development of cultures (including Estonian national culture) and their mutually enriching impact.

Treatment of the cross-curricular topic of "Cultural Identity" in the 1st stage of study

When addressing the cross-curricular topic in the 1st stage of study it is important to provide pupils with the possibility of participating in the traditions of their cultural environment and to experience the emotions associated with them. The pupils are led to understand that specific traditions and practices are characteristic of specific cultures. Schooling and education help to develop the codes of behaviour generally accepted in our cultural space, encourage curiosity and a positive attitude towards what is novel and different. By bringing together the different experiences of pupils, a general picture of one's culture and its contacts with other cultures is formed.

In the 1st stage of study, the cross-curricular topic of "Cultural Identity" is carried out through the following activities:

- thematic events and extracurricular activities dedicated to more important holidays and traditions – St. Martin's Day, St. Catherine's Day, Independence Day, Shrove Tuesday, Christmas;
- hobby circles;

- subject weeks;
- study trips and outdoor learning;
- cooperation with the city library, art gallery and Tallinn Museum;
- creative events and city events;
- regional and national dance festival;
- creative work of pupils;
- integrated classes;
- cooperation with other schools, local enterprises, educational and cultural institutions.

Treatment of the cross-curricular topic of "Cultural Identity" in the 2nd stage of study

When addressing the cross-curricular topic in the 2nd stage of study it is important to shape positive attitudes towards different cultures and people and to avoid the formation of prejudices. Pupils learn to respect differences and value them as indicators of cultural diversity and a path to mutual cultural enrichment. In schooling and education, opportunities are found for pupils to apply their knowledge and skills in introducing their native culture through school projects and international projects.

In the 2nd stage of study, the cross-curricular topic of "Cultural Identity" is carried out through the following activities:

- thematic events and extracurricular activities dedicated to more important holidays and traditions – St. Martin's Day, St. Catherine's Day, Independence Day, Shrove Tuesday, Christmas;
- projects that promote learning Estonian;
- cooperation with other Estonian schools and foreign schools (getting to know languages and cultural traditions, e.g. the Comenius programme);
- national and city competitions and Olympiads;
- hobby circles;
- study trips and outdoor learning;
- cooperation with the city library, art gallery and Tallinn Museum;
- participation in creative parties and events organised in the city;
- participation in the regional and national dance festival;
- creative work of pupils;
- integrated classes;
- web-based school newspaper;
- development interviews;
- classes.

6.5. Cross-curricular topic "Information Environment"

The aim of the cross-curricular topic of "Information Environment" is to shape pupils into information-conscious individuals who perceive and acknowledge the information environment around them, are capable of its critical analysis and of operating in it according to their goals and socially accepted communication ethics.

The pupil will be encouraged to:

- 1) understand the similarities and differences between immediate and mediated information;
- 2) select a suitable communication register and channel depending on the situation and necessity;
- 3) identify one's information needs and find suitable information;
- 4) develop efficient methods of finding information, which encompass different materials and information environments;
- 5) develop critical information analysis skills.

Treatment of the cross-curricular topic of "Information Environment" in the 1st stage of study
The treatment of the cross-curricular topic in the 1st stage of study focuses on the pupil's everyday information environment. With the help of the teacher and with the support of peers, pupils learn to describe their activities in the information environment. The pupil comes to understand the communicative purpose of the messages aimed at them and to differentiate between important and unimportant messages. The pupil will also learn to understand the laws that apply in private and public space, including the internet. The aspects emphasised by the cross-curricular topic will support the development of communication skills through human studies, mother tongue classes and other subjects in the 1st stage of study. Considering the age-appropriate media-consumption of pupils, more attention will be paid to the analysis of visual media and visual texts.

In the 1st stage of study, the cross-curricular topic of "Information Environment" is carried out through the following activities:

- lessons and study trips;
- subject weeks;
- classes;
- development interviews;
- using the e-School environment;
- competitions and Olympiads;
- creative and project-based work of pupils;
- using a web-based learning environment, presentations, research, testing;
- extracurricular activities and events (cooperation with other organisations of the city – kindergartens, educational institutions, companies);
- hobby circles;
- cooperation with the city library, art gallery, Tallinn Museum;
- national and city competitions;
- learning environment Miksike and mathematical competition Kangaroo;
- competition Pupil of the Year.

Treatment of the cross-curricular topic of "Information Environment" in the 2nd stage of study

Treatment of the cross-curricular topic in the 2nd stage of study focuses on the general principles of operating in the public and private sphere and on getting to know the main communication formats. The pupil learns to distinguish between the public and private sphere while using the internet and to select the correct manner of communication on its basis. In the 2nd stage of study, pupils learn to read and listen to news as one of the main text types of journalism, to assess its quality and to identify information missing from the news item.

In the 2nd stage of study, the cross-curricular topic of "Information Environment" is carried out through the following activities:

- lessons and study trips; of the city – kindergartens, educational institutions, companies);
- computer-based learning programmes;
- classes;
- development interviews;
- using the e-School environment;
- competitions and Olympiads;
- creative and project-based work of pupils;
- using a web-based learning environment, presentations, research, testing;
- extracurricular activities and events (cooperation with other organisations
- hobby circles;
- cooperation with the city library, art gallery, Tallinn Museum and Laste Loomemaja (Children's Activity Centre);
- national and city competitions;
- learning environment Miksike and mathematical competition Kangaroo;
- competition Pupil of the Year;
- participation in the work of the student council.

6.6. Cross-curricular topic "Technology and Innovation"

The aim of the cross-curricular topic of "Technology and Innovation" is to facilitate the development of pupils into individuals who are open to innovation and capable of purposefully using contemporary technologies, who are able to cope in the fast-changing technological living, learning and working environment.

The pupil will be encouraged to:

- 1) acquire knowledge on how technologies operate and on trends in different areas of life;
- 2) understand the impact of technological innovations on people's work and lifestyle, quality of life and the environment both today and in the past;
- 3) understand the mutual impact and interconnectedness of technological, economic, social and cultural innovations;
- 4) understand and critically assess the positive and negative aspects of technological development and formulate well-considered views on the development of technology and the ethical concerns related to its use;

- 5) use information and communications technology (hereinafter *ICT*) to solve everyday problems and to make one's learning and work processes more efficient;
- 6) develop creativity, cooperation skills and a sense of initiative when implementing innovative ideas in different projects.

Treatment of the cross-curricular topic of "Technology and Innovation" in the 1st stage of study
When addressing the cross-curricular topic in the 1st stage of study pupils get to know the main techniques of using information technology by preparing creative work on the computer. It is primarily recommended to use frontal teaching and fun computer programmes. The possibilities of using technologies are diversified by integrating taking photos or making videos and building models and mock-ups into the learning process.

In the 1st stage of study, the cross-curricular topic of "Technology and Innovation" is carried out through the following activities:

- hobby circles (musical Estonian and English, Estonian literature and local history);
- using the school environment with e-materials;
- using the SMART board and other illustrative technology;
- lessons taking place in the computer room;
- participation in interactive Olympiads and competitions;
- creative work of pupils;
- extracurricular activities and events;
- integrated classes.

Treatment of the cross-curricular topic of "Technology and Innovation" in the 2nd stage of study
Treatment of the cross-curricular topic in the 2nd stage of study is primarily based on practical tasks related to school work and learning, which require the use of technology in different subjects and recreational activities. In computer-based learning, it is recommended to use group work and active learning methods.

In the 2nd stage of study, the cross-curricular topic of "Technology and Innovation" is carried out through the following activities:

- using the SMART board and other illustrative technology;
- lessons taking place in the computer room;
- participation in interactive Olympiads and competitions;
- creative work of pupils;
- extracurricular activities and events;
- integrated classes;
- subject weeks;
- introduction of the new technologies in use in local businesses;
- web-based school newspaper and sports paper.

6.7. Cross-curricular topic "Health and Safety"

Treatment of the cross-curricular topic of "Health and Safety" aims to facilitate the development of pupils into mentally, emotionally, socially and physically healthy members of society who are capable of adhering to a healthy lifestyle, acting safely and helping shape a health-promoting and safe environment.

a) Health education is based on developing the pupil's health-related knowledge and attitudes and their social coping skills. This is facilitated by implementing the principles of a health-promoting school.

b) In the field of safety, pupils are taught to act safely in traffic and in the event of fire, water and other environmental hazards and to seek aid upon necessity.

The pupil will be encouraged to:

a) in the field of health:

- 1) develop their health awareness, including to value their own health and safe behaviour;
- 2) use their knowledge, coping skills and general social skills to create a safe environment, including a safe school environment, for themselves and for others;
- 3) acknowledge the links between one's decisions and behaviour and their consequences to health and safety;
- 4) find and use reliable health information and support services;
- 5) acknowledge the impact of environment on one's health;

b) in the field of safety:

- 1) know the nature and possible underlying mechanisms of different types of danger sources and dangerous situations;
- 2) avoid involvement in dangerous situations;
- 3) develop attitudes and ways of behaviour aimed at creating a safe school and home environment and maintaining safety in traffic;
- 4) acquire knowledge and skills to act efficiently in danger and crisis situations;
- 5) develop a correct attitude regarding one's behaviour in traffic, follow the norms governing traffic and take into account other road users;
- 6) get to know and value the rights, obligations and responsibilities arising from the rules governing traffic and safety.

Treatment of the cross-curricular topic of "Health and Safety" in the 1st stage of study

When addressing the cross-curricular topic in the 1st stage of study emphasis is placed on shaping healthy and safe ways of behaviour. The pupil acquires age-appropriate knowledge and skills related to the physical, mental, emotional and social aspects of health and learns to value health. At that age, it is important that the pupil learns to understand the nature of danger and its causes in their everyday environment and acquires the skills to act safely and securely. When it comes to learning methods, emphasis is placed on stories, discussions, group work, presentations, role playing and on modelling appropriate behaviours.

In the 1st stage of study, the cross-curricular topic of "Health and Safety" is carried out through the following activities:

- subjects;
- classes;
- lessons on traffic safety;
- study trips and outdoor learning;

- cooperation with the city library;
- health days;
- projects supported by the Health Board and Tallinn's hospitals;
- cooperation with the Police and Border Guard Board;
- carrying out trainings;
- development interviews;
- parents' meetings;
- using the school environment with e-materials;
- web-based school newspaper and sports paper;
- school's psychosocial service;
- cooperation with the organisation A Home for Every Child;
- project Safe School;
- project School Olympics.

Treatment of the cross-curricular topic of "Health and Safety" in the 2nd stage of study

In addition to developing knowledge and skills when addressing the cross-curricular topic of "Health and Safety" in the 2nd stage of study, attention will primarily be paid to shaping corresponding values, ensuring that what is taught is close to real life and preventing the most common types of risk behaviour (behaviour that is accompanied by injuries, danger, abuse of alcohol and other drugs, smoking, sexual risk behaviour, unhealthy diet, minimal physical activity and physical overload). In terms of teaching methods, active learning, discussions, group work, role playing and presentations are suitable. Classroom-based learning can be supplemented by projects outside the class carried out according to the principles of "from youth to youth".

In the 2nd stage of study, the cross-curricular topic of "Health and Safety" is carried out through the following activities:

- lessons;
- lessons on traffic safety;
- classes;
- study trips and outdoor learning;
- cooperation with the city library;
- extracurricular activities;
- health days;
- projects supported by the Health Board and Tallinn's hospitals;
- cooperation with the Police and Border Guard Board;
- carrying out trainings;
- development interviews;
- parents' meetings;
- using the school environment with e-materials;
- web-based school newspaper and sports paper;
- school's psychosocial services;
- cooperation with the organisation A Home for Every Child;
- project Safe School;
- project School Olympics.

6.8. Topics of traffic education and the volume of their treatment in study stages I-II

According to subsection 4(1) of the Traffic Act, the purpose of traffic education is to shape considerate road users, who:

- 1) practise safe road use, understand the traffic environment and avoid acting in a manner that could endanger people or obstruct traffic;
- 2) have the knowledge and skills to help themselves and other road users cope and remain safe in various traffic situations as pedestrians, passengers and drivers.

According to subsection 4(2) of the Traffic Act, the role of the school lies in providing traffic education to children and preparing them for using the road safely.

The provision of traffic education in schools corresponds to and is in agreement with regulation No. 89 of the Government of the Republic of 08.03.2001 Procedure for Providing Traffic Education to Children.

Traffic education topics facilitate the development of the following knowledge and skills required for safe road use. Education is provided by stages of study.

By the end of the 1st stage of study, the pupil:

- knows the emergency number and how to report a dangerous situation;
- is capable of describing the dangers on their way to school, to give reasons and explain how to avoid dangers on the way to school;
- is able to use protective equipment, including a reflector, safety belt, bicycle helmet, knee and elbow pads; upon necessity, rubber ring and life jacket;
- knows how to behave in public transport, how to enter and exit and how to cross the road safely;
- is capable of choosing a safe place for cycling, skateboarding and rollerblading;
- can safely move/navigate on wet, slippery, snowy roads;
- is capable of choosing the safest place to cross the road, including a railroad; of stopping, listening, looking and only when convinced of safety, crossing the road;
- is capable of determining the direction in which vehicles move and their speed;
- is capable of distinguishing between dangerous traffic behaviour and correct/safe behaviour.

By the end of the 2nd stage of study, the pupil:

- is capable of reporting a dangerous situation quickly and correctly;
- is able to use protective equipment, including a reflector, safety belt, bicycle and moped helmet, knee and elbow pads;
- knows how to behave in public transport, how to enter and exit and how to cross the road safely;
- is capable of determining the direction in which vehicles move and assessing their speed and distance;
- is capable of choosing the safest place to cross the road, including a railroad;
- is capable of assessing the speed in which a vehicle moves and can determine distances;
- is familiar with/knows/understands the requirements established in the Traffic Code for pedestrians, drivers (cyclists);
- is capable of finding information and additional material on safety topics;
- is able to map the dangerous points on their way to school, to describe the danger and how to avoid it.

The content of traffic education by stages of study is the following:

- 1) in the first stage of study (Grades 1–3) of basic school the content of traffic education is focused on teaching the pupils about safe traffic behaviour and ways of managing in traffic for pedestrians and cyclists, teaching is primarily based on the traffic environment near the child's home;
- 2) in the second stage of study (Grades 4–6) of basic school the content of traffic education involves elucidating various traffic situations from the perspective of the child and other road users and teaching the pupils how to be safe on city and country roads.

The school syllabi define the topics of traffic education (in blue), which are integrated into lessons. Out-of-classroom and extracurricular activities related to traffic education will be envisaged in the school's general work plan and the plans of class teachers.

6.9. Cross-curricular topic "Values and Morals"

The aim of the cross-curricular topic of "Values and Morals" is to facilitate the development of the pupil into a morally advanced individual who is familiar with the values and moral principles generally accepted in society and follows them in school and outside, who does not remain indifferent when they are ignored and intervenes upon necessity and within one's possibilities.

The pupil will be encouraged to:

- 1) acknowledge values, moral norms and codes of politeness;
- 2) systematically analyse moral norms and values;
- 3) discuss generally accepted ethical principles and adopt them;
- 4) be guided by these principles in their behaviour and evaluate the behaviour of oneself and others based on these principles;
- 5) participate in developing the code of ethics and rules of conduct of a collective (class, school, hobby circle etc.) and follow them;
- 6) reflect on their own principles of behaviour and those of others, using the skills acquired in solving moral conflicts and making responsible decisions.

Treatment of the cross-curricular topic of "Values and Morals" in the 1st stage of study

Treatment of the cross-curricular topic in the 1st stage of study is focused on getting to know oneself, acquiring good manners and in shaping the kind of class collective in which justice, honesty, compassion, tolerance, human dignity, respect for oneself and others, keeping promises, democratic participation and patriotism are considered important. The primary teaching methods include work with stories, role playing, discussions and the teacher's explanations, during which pupils learn to recognise their experiences and to monitor and reflect on their actions.

In the 1st stage of study, the cross-curricular topic of "Values and Morals" is carried out through the following activities:

- lessons;
- classes;
- extracurricular activities and hobby circles;

- cooperation with other schools, local enterprises, educational and cultural institutions;
- project Back to School;
- project Parent is a Teacher Too;
- development interviews;
- integrated classes;
- creative activities of pupils.

Treatment of the cross-curricular topic of "Values and Morals" in the 2nd stage of study

When addressing the cross-curricular topic in the 2nd stage of study, pupils learn to acknowledge and gain insights on moral norms and develop tolerance and respect for different people. Treatment of the topic involves the introduction of different perspectives through which the pupil's personal viewpoints are formed on the basis of humanistic moral norms. Pupil's thoughts should be treated with flexibility, allowing the pupil to maintain their opinion. Primary teaching methods include the analysis of stories, active learning methods, group work, discussion of problematic cases and role playing. Through study materials, pupils are introduced to positive moral role models and ideals. The pupils are provided with opportunities for using the acquired knowledge in everyday school life.

In the 2nd stage of study, the cross-curricular topic of "Values and Morals" is carried out through the following activities:

- lessons;
- classes;
- extracurricular activities and hobby circles;
- cooperation with other schools, local enterprises, educational and cultural institutions;
- Olympiads, competitions and projects;
- project Back to School;
- project Parent is a Teacher Too;
- subject weeks;
- web-based school newspaper and sports paper.
- development interviews;
- integrated classes;
- creative work of pupils;

7. Principles of integration

The objective of integration in EDU VALEM Private School is to offer the pupils opportunities of motivated learning, to find links between what is taught and the pupil and their interests, thereby encouraging the pupil to be active. Integration supports the development of the pupil's general competences and subject field competences. The planning of integration is realised in the course of developing the school curriculum as well as when planning educational and schooling work.

The integration of teaching takes place in several different ways:

- links between subjects - connections between the elements of the study content in different subjects;
- temporal consistency - two separate subjects are temporally connected; what is learnt in one subject supports what is learnt in another;
- combining of subjects - connections are established between and within one or more subjects;
- topic-specific integration - integration of different subjects and general topics through shared thematic emphases, assignments and methods.

Integration of teaching is achieved by observing the common element in different subjects in subject fields and through common thematic emphases, assignments and methods in subjects, school projects and cross-curricular topics. In order to achieve integration, the school organises teaching, shapes the learning environment and encourages cooperation between teachers in a manner that facilitates an approach to teaching that crosses the boundaries of single subjects. The school specifies competences, establishes learning objectives and determines the shared problems and terminology of subjects.

It is important to determine the central aspect of integration. The central aspect of integration may include:

- a specific type of knowledge, skill, attitude, central idea;
- an idea that crosses the boundaries of single subjects: competences;
- learning methods (individual, pair and group work, brainstorming);
- assignments (project, literature review, research paper, creative work);
- a problem, method or means.

Cooperation of teachers is essential for integration to be successful. The teacher is free to choose the methods of integration and integration is included in the teacher's work plan as a learning activity.

Integration is an activity that requires:

- pupil-centred teaching;
- for pupils to be active and motivated;
- reduction of learning by heart;
- solving problems and justifying solutions;
- critical and purposeful learning;
- associating what is taught with real life;
- more meaningful and efficient learning;
- discussions and communication;
- contemporary teaching methods;

- use of inquiry-based and problem-based learning: observation, hypothesis, experiment, analysis;
- systematisation of study materials;
- acquiring knowledge on the basis of experience and in connection to other fields.

8. Principles of organising projects that involve the entire school or take place between schools

(1) In organising project work, EDU VALEM Private School is primarily guided by the development plan, national and school curriculum, taking into account the local interests and needs resulting from the specific nature of the private school, the wishes and needs of pupils, parents, members of the board of trustees and teachers as well as the traditions of the school, whilst remaining open to innovations.

(2) Objectives of project-based activities:

- 1) supporting schooling and education;
- 2) supporting extracurricular activities and the work of hobby circles;
- 3) using cross-curricular topics as methods of learning.

(3) Priorities of project-based activities:

- 1) adhering to the development directions established in the development plan of EVPS;
- 2) consistency between the learning outcomes set forth in the curriculum of EVPS and the projects;
- 3) creation of a learning environment that supports the development of pupils and teachers;
- 4) improving the competence of teachers;
- 5) developing the pupil's competences and skills;
- 6) organising cooperation between parents, teachers and pupils;
- 7) ensuring cooperation with other educational institutions as well as national and public institutions;
- 8) projects are seen as a way of extending the possibilities of using the budget of EVPS.

(4) Principles of organising project work:

- 1) participation in such activities is voluntary for pupils, parents and teachers and takes place according to the conditions of the project;
- 2) EVPS fully supports the participation of pupils, parents, teachers and school workers in projects and activities related to representing the school and provides all necessary assistance in accordance with possibilities and needs;
- 3) projects that take place within the school, between schools or are in other ways related to the school are outlined in the general work plan of EVPS, in the education plan, monthly plan or annual event plan upon the proposal of the board of trustees, health council, crisis team, student council, pupils, parents, teachers, subject departments, project managers, school workers or the management;
- 4) project-based activities involve all stages of study and are organised according to the principles of schooling and education of the school. Projects that take place within the school and between schools are planned before the beginning of the academic year.

Projects are discussed at the meetings of subject departments and the methodical teachers' council;

- 5) details of the projects are established upon receiving funding;
- 6) in organising each project, the head of the school establishes the project team and the project manager with his/her directive.

9. Organisation of schooling and education (including the time required for project-based, outdoor and museum-based learning, study trips and study visits) and the use of time

(1) The learning process has been organised on the basis of a traditional system of classes.

(2) Weekly load by grades:

Grade 1 – 20 classes;

Grade 2 – 23 classes;

Grades 3 and 4 – 25 classes;

Grade 5 – 28 classes;

Grade 6 – 30 classes.

(3) In EDU VALEM Private School, different methods of organising learning are used: project work, outdoor learning, museum-based classes, study trips, study visits. The time required for project-based, outdoor and museum-based learning and for study trips and visits is outlined by the teacher in their work plan and is planned to take place during the last week of each month. The learning process can be organised in many ways, depending on needs and agreements.

(4) In order to organise project-based learning, the teacher may organise different activities on which feedback is provided. The time required for carrying out project work is agreed upon with the school's management (head teacher).

(5) Keeping in mind the purposes of schooling and education, teachers can allocate time for outdoor and museum-based learning as well as for study trips and visits. It is necessary to apply for permission from the management at least 1.5 weeks prior to the event.

5.1 Outdoor learning is one method of diversifying classes and using this form of teaching requires feedback on the effectiveness of learning.

5.2 Museum-based learning and study trips are organised in the form of various visits that correspond to specific topics and intended objectives.

5.3 Study visits are part of schooling and education and can be planned from the time allocated to classes (e.g. visiting a company, study visit to the lake to get to know aquatic plants etc.).

(6) Organisation of extracurricular events that are aimed at developing general competences take place according to the procedure confirmed by EVPS.

(7) Hobby circles in EVPS create conditions for the creative self-expression of children. The purpose of hobby circles is to develop an interest towards a subject through interesting and fun methods and a special atmosphere and to prepare pupils for acquiring information in subjects taught in Estonian.

The annual work plan of the hobby circle is prepared by the head of the hobby circle. The head teacher carries out an inspection in the area of schooling and education and the recreation leader by keeping a hobby circle log.

(8) In EVPS, educational work is carried out on the basis of the educational plan and project work as well as the educational plans of class teachers. Extracurricular activities include extracurricular events, classes, participation in events organised at school, in the city and county as well as national and international events.

(9) Studying at a music, art or sports school can be taken into account as a learning outcome on the basis of the school curriculum upon the agreement of two parties: the parent and the head of the school (or the teacher determined by the head). Work with such pupils is organised according to an individual programme, which includes learning conditions and expected results.

(10) Achievement of the general competences set forth in the curriculum is attained through the use of different teaching methods. Teaching methods are selected by the subject teacher and take into account the age and needs of the pupil.

1) Teaching methods that are used in EVPS for developing general competences in the 1st stage of study: discussion, assignments, individual work, homework, games, practical activities, projects, literature reviews, pair and group work, conversations, study visits, creative and research work, outdoor learning (in nature), integrated classes, active learning methods, RWCT, shared classes with parents, observations, short research papers, classes in the library and at the museum.

2) Teaching methods that are used in EVPS for developing general competences in the 2nd stage of study: analysis, discussion, tasks with different levels of difficulty, independent work with literature, study trips, individual work, homework, games, practical work, project work, model-based learning, literature reviews, role playing, pair and group work, conversations, study visits to the museum, to exhibitions, concerts; visiting the theatre, taking care of the board, creative writing, short research papers, classes in nature, active learning methods, RWCT, shared classes with parents, practical work.

10. Principles, conditions and procedure for the assessment of the knowledge, skills, behaviour and diligence of pupils in EDU VALEM Private School

The procedure is based on section 29 of the Basic Schools and Upper Secondary Schools Act and sections 19-23 of the National Curriculum for Basic Schools.

10.1. Terms

Terms used in this document

Assessment - assessment is the systematic gathering of information on the development of the pupil, the analysis of such information and the provision of feedback. Assessment is the basis for further planning of studies. Assessment relies on various methods, tools and ways. Assessment is an integral part of teaching and learning.

Formative assessment - assessment taking place during studies, in the course of which the pupil's knowledge, skills, attitudes, values and behaviour are analysed, feedback is provided on the pupil's previous results and shortcomings, the pupil is encouraged and guided to study further and the future objectives and routes of learning are planned. Formative assessment primarily focuses on comparing the pupil's development with their previous accomplishments. Feedback shall describe, at the right time and as precisely as possible, the pupil's strengths and shortcomings and shall include proposals for future activities that support the pupil's development. The principles and methods of formative assessment are provided in the curriculum and in the teacher's work plan.

Assessment of learning outcomes – assessment of subject-related knowledge and skills in comparison to the expected learning outcomes and objectives set forth in the syllabus. Assessment can take place during the learning process or when concluding a study topic.

Summative assessment – summarising of grades into semester grades and semester grades into yearly grades.

Learning outcome – formulated objective or its fulfilment; the pupil demonstrates their knowledge or skills orally, in writing or practically.

Evaluation – determination of value, description of any kind of achievement or result in the learning process, oral or written commentary, analysis, review etc.

Grade (5-point system) – result of the assessment process, symbolic, numerical representation of the grade in numbers, letters etc. (same as an important grade)

Self-evaluation – evaluation of oneself, one's possibilities, results and achievements.

Graded assignment – assignment in which the level of achievement of learning outcomes is assessed. The assignment must not take longer than 15-20 minutes to complete.

Test is a written paper in which the acquisition of the learning outcomes of the quarter is checked. (Health protection requirements concerning the school's daily schedule and organisation of learning <https://www.riigiteataja.ee/akt/13351102>). Tests are graded assignments. Duration is 40-45 minutes.

Process grade - grade that has been received during the learning process, reflects the development of the pupil. This is not listed in the e-School environment and does not impact summative assessment.

10.2. Basis for assessment

(1) The assessment of knowledge and skills is based on the knowledge and skills required from the pupil in the national curriculum and the school curriculum prepared on its basis.

(2) Behaviour and diligence are assessed on the basis of the school curriculum and the school's rules of procedure.

(3) If an individual curriculum has been designed for the pupil, the differences provided in the individual curriculum shall be taken into account.

10.3. Objectives of assessment

The objective of assessment is:

- 1) to support the pupil's development - provide feedback regarding the pupil's progress in learning; encourage and direct the pupil to study with perseverance; guide the development of the pupil's self-esteem, and support the pupil in their choice of a future educational path;
- 2) to guide the activities of the teacher in supporting the pupil's learning process and individual development;
- 3) to provide a basis for the pupil's progression to the next grade and for making a decision concerning their graduation from school.

The objectives of assessing behaviour and diligence are:

- 1) to encourage the pupil to follow the generally accepted behavioural and moral norms and to adhere to the requirements of the school's rules of procedure;
- 2) to motivate the pupil to execute study assignments with diligence.

10.4. Notifying of assessment

(1) EVPS is obliged to notify the pupil and their legal representative of the organisation of assessment at the school and the grades and evaluations given to the pupil. The corresponding procedure of notifying shall be provided in the school's rules of procedure.

(2) Pursuant to the Public Information Act, the school shall publish the organisation of assessment provided in the school's curriculum on the web page maintained for publishing information about the school's activities.

(3) The pupil shall be entitled to receive information about their grades either from e-School or the class or subject teacher.

10.5. Organisation and principles of assessing knowledge and skills as a basis for summative grades

(1) The knowledge and skills of the pupil shall be evaluated by the teacher of the corresponding subject on the basis of an oral answer (presentation), written and practical assignments and

practical activities, considering the compliance of the pupil's knowledge and skills to the requirements set in the curriculum.

2) At the beginning of the quarter (in the 1st or 2nd lesson), the teacher of the corresponding subject shall notify the pupils of the knowledge and skills required in the subject as well as the time and form of assessing such knowledge and skills. On the day the teacher notified the pupils, the assessment conditions shall be entered into the study journal in e-School, where they shall be available to both the pupil and the pupil's parents.

(3) The time for the *tests* that confirm the acquisition of learning outcomes of the study topic/module shall be planned in agreement with the teachers of other subjects.

(4) If a graded assignment – written or practical assignment, oral answer (presentation), practical activity or its outcome – is given the grade “poor” or “weak” or the grade was not given, the pupil shall be granted an opportunity to answer again or redo the assignment.

(5) If the use of unauthorized assistance or copying is discovered in the assessment process, the relevant written or practical assignment, oral answer (presentation), practical activity or its outcome may be graded as “weak” if so specified in the school curriculum, but the pupil shall be granted an opportunity to answer again or redo the assignment.

(6) In Grades 2 to 6, it is not allowed to have more than 1 test in a subject during one quarter.

10.6. System of assessment

(1) In Grades 2 to 6, the five-point scale is used in assessing skills and knowledge:

- 1) the grade 5 or “very good” is used in evaluating the achievement of learning outcomes during the observed period or observed topic, if the achieved learning outcomes are fully in accordance with or exceed the required learning outcomes that are the basis for the pupil's study; if the 5-point scale is used and the teacher has not stated otherwise, the work shall be compiled in such a way that the pupil who has achieved 90-100% of the maximum number of possible points shall be assessed with the grade 5;
- 2) the grade 4 or “good” is used in evaluating the achievement of learning outcomes during the observed period or observed topic, if the achieved learning outcomes are generally in

accordance with the required learning outcomes that are the basis for the pupil's study; if the 5-point scale is used and the teacher has not stated otherwise, the work shall be compiled in such a way that the pupil who has achieved 75-89% of the maximum number of possible points shall be assessed with the grade 4;

- 3) the grade 3 or "satisfactory" is used in evaluating the achievement of learning outcomes during the observed period or observed topic, if the achieved learning outcomes enable the pupil to continue studies or graduate from the school without them having substantial problems managing to continue studying or cope in their future life; if the 5-point scale is used and the teacher has not stated otherwise, the work shall be compiled in such a way that the pupil who has achieved 50-74% of the maximum number of possible points shall be assessed with the grade 3;
- 4) the grade 2 or "poor" is used in evaluating the achievement of learning outcomes during the observed period or observed topic, if there has been development for the pupil in these learning outcomes, but it is insufficient for the pupil to manage without substantial problems when continuing studying or in their future life; if the 5-point scale is used and the teacher has not stated otherwise, the work shall be compiled in such a way that the pupil who has achieved 20-49% of the maximum number of possible points shall be assessed with the grade 2;
- 5) the grade 1 or "weak" is used in evaluating the achievement of learning outcomes during the observed period or observed topic, if the achieved learning outcomes do not enable managing without substantial difficulties when continuing studying or in future life, and if there has been no development for the pupil in these learning outcomes; if the 5-point scale is used and the teacher has not stated otherwise, the work shall be compiled in such a way that the pupil who has achieved 0-19 % of the maximum number of possible points shall be assessed with the grade 1.

(2) Verbal evaluation in Grade 1

1) In the assessment of pupils in the 1st grade, verbal descriptive evaluation is used, which has no numerical equivalent - verbal evaluation is based on the criteria of assessing learning outcomes outlined for each learning outcome in the syllabi and expressed on different levels.

2) Upon the pupil's departure from the school, the verbal evaluations from the current year that are the basis for progression to the next grade must be converted to the assessment scale provided in subsection 29(2) of the National Curriculum for Basic Schools.

10.7. Principles of summative assessment

(1) The summative grade of a quarter shall be given on the basis of the grades received for graded assignments during the quarter or semester. Quarter grades are summarised into semester grades and semester grades into yearly grades.

(2) If the pupil is assigned to undertake supplementary study, the yearly or stage of study grade of the subject shall be given

after the end of supplementary study, considering the results of the supplementary study.

11.8. Summative assessment in the 1st and 2nd stage of study and progression to the next grade

(1) In the first and second stage of study, the learning outcomes of pupils in specifics shall be assessed in summatively with a quarter, semester and yearly grade.

(2) In a subject that is taught once a week, the quarterly grade shall be assigned at the end of the next quarter on the basis of the grades received for graded assignments during the two previous quarters.

(3) The quarterly grade shall be assigned at the end of the quarter on the basis of the grades received for graded assignments during the quarter. The yearly grade shall be assigned on the basis of the quarterly grades assigned during the academic year. It shall be given before the end of the study period.

(4) The summative assessment used in the 1st grade takes place during each quarter and is carried out through verbal evaluations without a numerical equivalent. The summative assessment clearly reflects the extent to which the expected learning outcomes have been achieved. On the basis of the verbal evaluations provided at the end of quarters, summative verbal evaluations regarding the whole study period are provided before the end of the study period.

(5) When it comes to pupils whose quarterly grade was “2” or “1”, who were provided with an equivalent verbal evaluation or who were not assigned a grade, an individual curriculum shall be prepared in the given subject or another support system will be assigned.

(6) If a quarterly grade has not been assigned in a subject and the pupil has not used the opportunity

to retake the subject, the knowledge and skills acquired in the respective period shall be regarded for the purposes of the yearly grade

as corresponding to the grade “1”.

(7) The teachers' council shall decide on the basis of the yearly grades whether the pupil should progress to the next grade, be assigned supplementary study or should they repeat a year. The decision on progression to the next grade shall be made before the end of the academic year.

(8) With regard to pupils with mild learning difficulties, pupils with moderate learning difficulties, and pupils with severe and profound learning difficulties, the conditions governing assessment and progression to the next grade provided in the simplified national curriculum for basic schools shall be applied.

10.9. Formative assessment

(1) Formative assessment primarily focuses on comparing the pupil’s development with their previous accomplishments.

(2) At the beginning of the quarter, the subject teacher notifies the pupils of the main topics to be covered, necessary learning tools, organisation of assessment and the events planned during the quarter. On the same day, the corresponding information shall be communicated to the parents through the e-School environment.

(3) In the course of the learning process, the pupil’s knowledge, skills and values are analysed and feedback is provided on the pupil’s accomplishments and shortcomings.

(4) During the lesson or some other learning activity, the pupil will receive oral or written verbal feedback and carry out self-evaluation regarding their knowledge and skills pertaining to the subject and the subject field.

(5) The pupil shall be involved in the assessment process in order to develop their skills in setting goals and to analyse their learning process and behaviour on the basis of their goals as well as to increase the pupil's motivation to learn.

(6) To support the development of the pupil, the class teacher shall hold a development interview with them which also involves subject teachers upon necessity and on the basis of which the future learning and development objectives shall be established, considering the abilities and interests of the pupil.

(7) The development interview is primarily based on the pupil's self-analysis. During the interview, new learning objectives are set.

(8) One instrument the subject or class teacher can use for formative assessment is the portfolio. The portfolio as a diary of learning contains assignments as well as the analysis of work and feedback received.

10.10. Challenging grades and evaluations

(1) The pupil or their legal representative shall be entitled to challenge grades and verbal evaluations within ten days as of being notified of the grade or evaluation by submitting a written application presenting a reason to the head of the school.

(2) The head of the school shall make a decision and notify the person who submitted the application specified in subsection 1. Notification will be presented in writing within five working days as of making the decision.

10.11. Redoing a graded assignment

- (1) Pupils shall be allowed to redo such graded assignments that are announced at the beginning of the quarter and on the basis of which the subject teacher assigns a quarterly grade.
- (2) To the test schedule in the electronic journal, the subject teacher only enters tests.
- (3) Graded assignments shall be entered into the electronic journal at the beginning of the quarter.
- (4) The teacher shall notify the pupils of a test at the beginning of the quarter and remind them of it at least 5 days in advance.
- (5) On the electronic journal page where the subject teacher enters the topic of the lesson, also the topic of the graded assignment and its format shall be written down: oral answer (presentation), written or practical assignment, practical activity.
- (6) On the same day, there cannot be more than 1 test in the same class.
(Subsection 10(3) of the health protection requirements concerning the school's daily schedule and organisation of learning).
- (7) During one study week, there cannot be more than 3 tests in the same class.
(Subsection 10(4) of the health protection requirements concerning the school's daily schedule and organisation of learning).
- (8) No tests are planned for Mondays and Fridays, tests are not planned for the first and last lesson of the school day, except for subjects where, according to the established timetable, lessons take place only at such times.
(Subsection 10(6) of the health protection requirements concerning the school's daily schedule and organisation of learning).
- (9) The subject teacher shall notify the pupils of the results of the graded assignment (including an oral answer (presentation) or a graded assignment in the form of a written assignment, practical assignment or practical activity) at the latest in 1 week after the graded assignment was carried out.
When returning the assignment to the pupil, the subject teacher cannot disclose the grade and discuss the assignment without the consent of the pupil.
- (10) The pupil, their parent or legal representative shall be entitled to challenge a grade within 10 days as of being notified of the grade. In order to challenge a grade, the subject teacher shall be

approached orally. If an agreement is not reached when challenging a grade, the head of the school shall be approached in writing by submitting a corresponding petition providing a reason.

(11) If the pupil has received no grades, they shall do the assignments that assess the knowledge and skills required in the covered topic upon agreement with the subject teacher.

(12) If the pupil was absent from class during the graded assignment, the subject teacher shall enter the mark "0" into the e-School environment and the pupil shall pass the assignments that assess the knowledge and skills acquired in the covered topic upon agreement with the subject teacher.

(13) If the pupil did not complete the graded assignment on time without a good reason, they shall receive the grade „1".

(14) The teacher shall return to all checked and graded assignments, including tests, to the pupils.

10.12. Procedure of redoing graded assignments

(1) The subject teacher shall organise consultations for pupils in his/her subjects according to the schedule established with the directive of the head of school. Information about the consultation days of the subject teacher shall be available to pupils and their parents on the school's web page.

(2) Each subject teacher shall set a date and time for redoing graded assignments, except for the last week of the quarter. The date and time shall be set upon agreement with the pupils and parents will be notified through the electronic journal.

(3) The grade received while redoing a graded assignment shall not be reduced.

(4) In exceptional cases (the pupil falling ill, the teacher falling ill or some other good reason) a quarterly (course) grade may be left unassigned. This grade shall be assigned during the following quarter.

(5) In the case of pupils whose quarterly grade was "2" or "1" or who were not assigned a grade, an individual curriculum shall be prepared in the given subject or another support system will be established to help the pupil acquire the required knowledge and skills.

10.13. Procedure of assessing behaviour and diligence

- (1) The class teacher introduces the principles and procedure of assessing behaviour and diligence to the pupils.
- (2) Assessment of behaviour is based on adherence to the school's rules of procedure and following the generally acknowledged behavioural and moral norms at school. Assessment of diligence is based on the pupil's attitude towards study assignments: dutifulness, diligence and perseverance in carrying out study assignments.
- (3) The behaviour and diligence grades shall be assigned by each subject teacher by subjects. The class teacher shall assign the summative grade of behaviour and diligence.

10.14. Assessment of behaviour

- (1) Behaviour is assessed with the evaluations "exemplary", "good" "satisfactory" and "unsatisfactory":
 - 1) the pupil's behaviour shall be assessed to be "exemplary" if the pupil adheres to generally acknowledged behavioural and moral norms habitually in all situations and fulfils the requirements set forth in the school's rules of procedure in an exemplary and consistent manner;
 - 2) the pupil's behaviour shall be assessed to be "good" if the pupil adheres to generally acknowledged behavioural and moral norms and fulfils the requirements set forth in the school's rules of procedure;
 - 3) the pupil's behaviour shall be assessed to be "satisfactory" if the pupil usually adheres to the generally acknowledged behavioural and moral norms and fulfils the requirements set forth in the school's rules of procedure, but who has made some mistakes;

4) the pupil's behaviour shall be assessed to be "unsatisfactory" if the pupil does not fulfil the requirements set forth in the school's rules of procedure, does not adhere to the generally acknowledged behavioural and moral norms and does not fulfil the teacher's demands. Pupil's behaviour may be assessed to be "unsatisfactory" also in case of an unlawful act or immoral behaviour. The class teacher shall assess the pupil's behaviour to be unsatisfactory after a conversation with them.

(2) In evaluating the pupil's behaviour, only their behaviour during the current quarter shall be taken into account, the assessment of behaviour during the previous quarter shall not be taken into account.

10.15. Assessment of diligence

(1) Diligence is assessed with the evaluations "exemplary", "good", "satisfactory" and "unsatisfactory":

1) the diligence of the pupil shall be assessed as "exemplary" if the pupil always approaches study assignments dutifully, studies all subjects in accordance with their abilities, is diligent and consistent in performing study assignments, shows initiative and completes the tasks they have started;

2) the diligence of the pupil shall be assessed as „good“ if the pupil approaches study assignments dutifully, 'is hard-working, consistent and diligent and studies according to their abilities;

3) the diligence of the pupil shall be assessed as "satisfactory" if the pupil generally fulfils their study assignments, but is not sufficiently diligent and consistent and does not study in accordance with their actual abilities;

4) the diligence of the pupil shall be assessed as "unsatisfactory" if the pupil does not study in accordance with their abilities, approaches study assignments carelessly and irresponsibly.

10.16. Progression of pupil's to the next grade, assignment of supplementary study or repeating a year.

- (1) In grades 1-6, pupils who have not been assigned supplementary study shall progress to the next grade before the end of the study period.
- (2) The teachers' council shall make a decision about the assignment of supplementary study before the end of the study period. Supplementary study shall take place after the conclusion of the study period. Under the supervision of the teacher, the pupil shall fulfil special study assignments. The results of supplementary studies shall be checked and assessed.
- (3) In grades 1-6, the pupil shall be assigned supplementary studies in subjects where, based on the quarterly grades or verbal evaluations received at the ends of the quarters, a yearly grade of “poor” or “weak” or an equivalent verbal evaluation should be given, or in subjects where the pupil has been assigned an unsatisfactory grade for a creative assignment.
- (4) The pupil, who has been assigned supplementary studies, but who will not repeat the year, shall progress to the next grade by 30 August at the latest.
- (5) With the justified decision of the teachers' council, the pupil may be obliged to repeat a year in exceptional cases if the pupil has a yearly grade of “poor” or “weak” in three or more subjects, the supplementary study has not produced results, and it would not be expedient to achieve the learning outcomes required in the curriculum by applying an individual curriculum or other support systems in use at the school. In making the decision, the teachers' council shall involve the pupil or their legal guardian and shall hear their opinion. The decision of the teachers' council must outline the considerations on the basis of which it was regarded as expedient for the pupil to repeat the year.
- (6) With the justified decision of the teachers' council, the pupil may be obliged to repeat a year if due to unjustified absenteeism the pupil has a yearly grade of “poor” or “weak” or an equivalent verbal evaluation in three or more subjects. In making the decision, the teachers' council shall involve the pupil or their legal guardian and shall hear their opinion.
- (7) On the basis of the decision of the teachers' council, relying on the knowledge and skills acquired by the pupil, it shall be specified in which grade a pupil having arrived from a foreign country shall continue their studies.

10.17. Procedure of assigning homework

(1) No homework shall be assigned in the first grade.

(2) Homework shall not be assigned for the first day after national holidays and the first day after school holidays.

11. Principles for supervising pupils and the organisation of studies for pupils with special educational needs in basic school

In organising the studies of pupils with special educational needs, the principles of inclusive learning are followed, according to which pupils with special educational needs usually study in an ordinary class.

The school has appointed a coordinator of the studies of the pupil with special educational needs (school psychologist), whose duty is to organise cooperation between support specialists, instructors of talented pupils and teachers.

The coordinator supports and instructs the teacher in identifying special educational needs and makes proposals to the teacher, parents and head of the school regarding further educational work, application of measures offered by the school in support of the development of the pupil or conducting of further investigations, thereby cooperating with teachers and support specialists.

With the decision of the head of the school or the head teacher, the following measures provided in section 48 of the Basic Schools and Upper Secondary Schools Act may be implemented, unless a recommendation of the counselling committee is the prerequisite for the application of the measures:

- support specialist's service,
- implementation of an individual curriculum,
- admission to the long day group.

If the special educational needs of the pupil arise from their talent, the implementation of an individual curriculum and, where necessary, additional instruction by subject teachers or other specialists of the respective field shall be ensured through educational programmes or other educational institutions.

During the period when measures are being implemented, the teachers and support specialists attending to the pupil observe how the pupil develops and copes.

In order to assess the effectiveness of the applied measures, all teachers and support specialists who participated in the application of the measures shall describe how the pupil developed and coped and make their recommendations at least once per academic year.

At the end of the period during which measures are applied, the special educational needs coordinator shall assess the effectiveness of the measures in cooperation with teachers and support specialists and make proposals to the parents and, where necessary, to the head of the school for further activities: termination of the application of measures; continuance of the application of measures in the same or improved manner; replacement of a measure or addition of another measure; conducting further investigations; recommending the pupil to see a specialist

doctor, a specialist of a particular field or to turn to the consulting committee.

The results of the pedagogical-psychological assessment carried out to identify special educational needs, the additional observations and recommendations of teachers regarding the strengths and weaknesses of the pupil, the recommendations of the support specialists of the school, test and examination results, and the recommendations of the counselling committee regarding the organisation of studies and the measures applied to the pupil on its basis shall be documented in an individual development observance chart drawn up for the purpose of monitoring how the pupil with special educational needs develops and copes.

The coordinator of the studies of the pupil with special educational needs shall be in charge of drawing up and filling in the individual development observance chart.

On the conditions and pursuant to the procedure provided in section 17 of the National Curriculum for Basic Schools, the exceptions allowed in section 17 of the National Curriculum for Basic Schools shall be applied to pupils with special educational needs:

- a) the lesson resources specified in subsection 15(4) of the National Curriculum for Basic Schools may be used for supporting the studies of pupils with special educational needs;
- b) an individual curriculum shall be prepared for the pupil with special educational needs upon necessity;
- c) if teaching is concentrated on one pupil, it is possible to change the teaching time allocated in the school curriculum, to reduce or replace learning outcomes in comparison to the learning outcomes specified in the National Curriculum for Basic Schools and to reduce course load, but not to less than 20 academic hours per academic week.

Assigning and preparing an individual curriculum is based on the provisions of section 18 of the Basic Schools and Upper Secondary Schools Act, the provisions of subsections 17(4) and 22(7). Other support systems shall be provided for the pupil on the conditions outlined in subsection 22(7) of the National Curriculum for Basic Schools.

Implementation of an individual curriculum as a support measure under the provisions of subsection 58(3) of the Basic Schools and Upper Secondary Schools Act shall take place on the conditions and pursuant to the procedure provided by subsections 58(1) to 58(9) and 12(1) of the Basic Schools and Upper Secondary Schools Act.

12. Organisation of notification and counselling of pupils and parents

Pursuant to the Basic Schools and Upper Secondary Schools Act, EDU VALEM Private School enables pupils and parents to receive information about the study process and the rights and obligations of pupils.

- (1) Methods of notifying pupils and parents

Pupils and parents are informed through the school web site and e-School environment, by e-mail and phone, through personal meetings and parent-teacher conferences.

On the school's web site, pupils and parents receive information about the admission conditions, timetable and lesson replacements and can examine the documents regulating school life. The contact information of the organisation exercising supervision over the school is also available on the school's web site.

Through the e-School environment, parents and pupils can receive information about learning outcomes and behaviour. At the beginning of each quarter, the subject teachers shall notify the parents and pupils of the organisation of assessment. If the parent applies for it, the school enables an overview of grades on paper (report card). The organisation of assessment and informing pupils and parents of it is regulated by the school's rules of procedure and the organisation of assessment.

At the parent-teacher conference, parents receive information about the rules of procedure of EDU VALEM Private School, pupils shall receive this information in their first class teacher lesson of the quarter. The school shall notify of amendments in the school's rules of procedure through the e-School environment or at the parent-teacher conference.

The class teacher informs the parents of the pupil about the individual curriculum or about sanctions imposed on the pupil either through the e-School environment, by phone/e-mail or at a personal meeting. The parent (legal representative) shall be invited to the school for examining and signing the individual curriculum.

The rights and obligations of pupils are regulated by the school's rules of procedure. The rules of procedure are available on the school's web site and are on display on the information board in the cloakroom of the school.

According to the Basic Schools and Upper Secondary Schools Act and the national curriculum, the subject teacher informs pupils and parents of the main study topics and necessary learning aids at the beginning of the quarter as well as of the grounds and principles for assessment and the planned extracurricular events. Information on the assessment procedure shall be entered into

e-School environment during the first lesson of the quarter. Notification of extracurricular events takes place through the e-School environment, by e-mail and phone or at personal meetings.

(2) Counselling of parents and pupils

Parents are counselled to support the development of the pupil as follows:

- to determine the strengths and weaknesses of the pupil, the class teacher carries out a development interview with the pupil (in the presence of the parent, if necessary);
- counselling meeting with the school's support specialists;
- individual meeting with the parent. In order to specify the progress of the child, a meeting between the parent and subject teacher takes place. If necessary, the school shall make a decision regarding the future support of the child;
- individual meeting between the class teacher and the parent.

Subject teachers counsel pupils in accordance with the schedule established by the head of the school. The schedule of consultations shall be made available on the school's web site and on the information board in the cloakroom of the school. The class teacher notifies parents of the schedule of consultations by e-mail or through the e-School environment.

The consultations offered by the support specialists of the school to parents and pupils shall take place on the basis of an established schedule, the schedule is made available on the web site of the school.

(3) Measures implemented by the school if the pupil falls behind:

- notifying the parent (class teacher);
- specifying the reasons the pupil has fallen behind (meeting of the class teacher with subject teachers and parents; turning to the support specialists of the school);
- assigning an individual curriculum (head teacher);
- preparing an individual curriculum (subject teacher);
- implementing an individual curriculum and supervising its execution (subject teacher; class teacher; head teacher).

13. Principles of the work of the long day group

1) Upon the request of the parents, the school shall form a long day group for the pupils of grades 1-6. The size of the long day group is as follows:

grades 1–4 up to 15 pupils;
grades 5-6 up to 20 pupils.

- 2) The daily schedule of the long day group shall be established by the head of the school, setting a time for doing homework, outdoor recreation and hobby activities.
- 3) The purpose of organising a long day group lies in providing support in learning. The long day group provides the pupil with support and supervision in spending their free time and doing homework as well as pedagogical instruction and guidance in pursuing hobbies and developing interests.
- 4) According to the decision of the juvenile committee, participation in the activities of the long day group is obligatory for pupils with educational special needs.
- 5) The teacher of the long day group plans the work of the long day group by semesters and ensures adhering to the daily schedule of the long day group. The teacher records the educational work at the long day group in the *Journal of the Educational Group*.

In planning and organising the work of the long day group, the teacher shall be guided by the school's general schooling and educational objectives, the age and individual qualities of the pupils in the long day group, their domestic conditions and the reasoned wishes of the parents (guardians) and pupils as well as transportation options.

The teacher of the long day group shall exercise supervision over attendance of consultations and redoing of assignments previously assessed to be unsatisfactory. The necessary information is provided by the class teacher of the pupil.

- 6) The pupil shall be admitted to the long day group upon a written application of the parent (guardian). The parent (guardian) may submit an application for the admission of the pupil into the long day group until 5 September, and upon necessity, during the study period.
- 7) The head of the school shall approve the list of pupils in the long day group with a directive. During the academic year, the pupil shall be excluded from the long day group with a directive of the head of the school pursuant to an application submitted by the parent (guardian) or upon the passing of the deadline set in the decision of the juvenile committee.
- 8) The pupil may be admitted to the long day group with a term upon the decision of the juvenile committee.

14. Organisation of career services

The purpose of career education is to increase the pupils' awareness of themselves, the working world, professions and learning opportunities and to develop attitudes and coping skills that facilitate entering the modern working world, making career-related decisions and self-

fulfilment. Career education is provided on the principle of inclusive learning and it is integrated into subject-related activities. The lessons may be carried out by class teachers or other teachers who have received appropriate training.

The objectives of career education

By the end of the 1st stage of study

The pupil:

- is able to characterise themselves;
- describes their dreams;
- is able to describe the work of their parents (their position or profession);
- is able to understand the associations between their actions and results;
- uses money in simpler transactions;
- is interested in the surrounding world;
- wants to acquire new knowledge;
- is responsible, has the skill of keeping to their promises.
-

By the end of the 2nd stage of study

The pupil:

- describes one's skills and compares them with peers and one's own earlier experiences;
- finds activities that enable them to get to know and develop their abilities, participates in hobby groups, work camps, joint work projects;
- describes different professions;
- independently organises their daily schedule;
- is able to find necessary information about professions.

Extending career education outside the classroom:

- study visits to information and counselling centres;
- job shadowing days at companies, institutions;
- lessons at the computer room and in the library for the purpose of finding information;
- practical activities, e.g. practising work as a volunteer;
- getting acquainted with jobs in the immediate working environment etc.

Study visits in the 1st stage of study

Grade 1	Grade 2	Grade 3
Police department Family doctor centre Fire department Visiting a theatre and meeting actors Visiting a library	Eesti Post (postal service) Visiting a store (getting to know the profession of a salesperson) Dentist Visiting a theatre and meeting actors Visiting a library	Wood workshop Farm (livestock farming) Museums Pharmacy Visiting a theatre and meeting actors Visiting a library

Study visits in the 2nd stage of study

Grade 4	Grade 5	Grade 6
Visiting a library Visiting the city government	Visiting a library Wastewater treatment facility	Visiting a library Getting to know farm work

Visiting the parliament Wood workshop Family doctor centre Career competition <i>Work Praises the Worker</i> Kadriorg Museum Concerts	E-piim dairy Waste disposal site Study trips to Tallinn Old Town and the Health Museum	and organic farming Cooking Culture centre and cultural work Work camp Jobs introduced within the <i>Kaitse end ja aita teist</i> (Protect Yourself and Help Others) project: police officer, rescue worker, medical worker Study trips to Tallinn Old Town and the Health Museum Participation in the Teeviit fair
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Events within and outside the school:

- career days, meetings with representatives of different professions;
- relevant pupil conferences, information fairs (including Teeviit) and other such events;
- pupils are given the possibility of implementing what they have learned by participating in organising these events.

Hobby activities:

- In the course of non-formal education, the pupil becomes aware of their interests and abilities and creates associations for future work-related activities.

15. School staff

15.1. The class teacher shall perform the following duties:

1) the class teacher maintains contact with parents, monitors and directs the development of the pupil's personality in cooperation with other teachers and parents, organises individual discussions;

3) at least once in the academic year carries out an individual development interview with the pupil in the presence of the parent;

upon necessity, involves other teachers. In carrying out the development interview, the teacher shall be guided by the procedure of carrying out development interviews provided in section 351 of the Basic Schools and Upper Secondary Schools Act. Rules of confidentiality shall be followed in carrying out development interviews and maintaining the minutes of development interviews;

- 3) the class teacher supervises the pupil in matters related to schooling and education. The class teacher consults the parent in matters related to schooling and education;
- 4) organises meetings between the subject teacher, psychologist, nurse, speech therapist, administration staff and the parent, should either party request it;
- 5) notifies the parent and social pedagogue of the pupil's absence without a good reason, notifies the school administration if necessary;
- 6) monitors the learning progress of the pupils in one's class once in a study week, contacts the pupil's legal representative, subject teacher and involves the social pedagogue and psychologist with the aim of preventing and eliminating learning difficulties. The class teacher cooperates with subject teachers, helps the subject teacher in preventing and eliminating the learning difficulties of the pupils.

15.2. Subject teacher

- 1.1. Pursuant to the directive of the head of the school and the decision of counselling committee, the subject teacher shall prepare an individual work plan for the pupil with special educational needs so that they may pass the school curriculum.
- 1.2. In lessons, the subject teacher settles problems related to pupils and manages also such pupils who are characterised by educational and behavioural difficulties.
- 1.3. The subject teacher has their own appointment time, during which the subject teacher provides consultations in their subject.
- 1.4. The subject teacher prepares pupils for subject Olympiads, subject-related competitions and quizzes.
- 1.5. The subject teacher working in a class of pupils with behavioural problems shall be guided by

15.3. School psychologist

The duty of the school psychologist is to shape and develop the personality of a child based on the competences provided in the general part of the national curriculum; to provide psychological aid to pupils, provide psychological support to pupils in the process of schooling and education; consult pupils, parents, teachers, if necessary.

The school psychologist shall:

1. cooperate with the social pedagogue in ensuring the fulfilment of compulsory school attendance, helps pupils in solving psychological problems created by school attendance;

2. be a support person for pupils studying under an individual curriculum due to learning difficulties, if necessary, guides and counsils the pupils, monitors the fulfilment of the individual curriculum;
3. be a support person for pupils in home education, if necessary, provide psychological support to pupils in home education, help in case of learning difficulties;
4. coordinate the work of classes with behavioural problems: organise the activities of classes with behavioural problems so that it would help to correct the behaviour of the pupils, reduce dereliction of school, increase general social competence and develop learning habits and values, ensure learning progress that is in accordance with abilities;
5. cooperate closely with class teachers: inform class teachers and subject teachers in order to cope with problematic pupils without damaging the children's privacy; shall provide feedback to the class teacher with regard to the problems in their class, possible solutions and offer recommendations for solving problems;
6. cooperate with subject teachers: consult teachers, help and guide pupils; provide aid to those pupils who regardless of the aid and counselling provided by the class and subject teachers are unable to meet the requirements set by the curriculum and who need a supporting study organisation for developing learning skills and habits;
7. consult pupils on an individual and group (in classrooms) basis: assist in making choices and decisions, developing self-awareness, solving problems related to personal life and studies, acquiring communication skills, acquiring learning skills, adjusting one's self-confidence, coping with a crisis situation;
8. consult parents and teachers by explaining the factors influencing the child's learning and behaviour to them and assisting in finding new educational methods and solutions for supporting the normal personal development of the child and their coping with everyday life and obligations;
9. assist teachers in solving conflict situations that have occurred in classrooms, in coping with crisis situations; shall visit lessons if necessary and on agreement with the subject teacher or the head teacher;
10. cooperate with other educational and medical institutions and the social welfare system by directing pupils there for help when necessary; if necessary, shall direct the pupil (upon agreement with the parents/legal representatives) to other specialists for more specific help;
11. as needed and upon agreement with the parents/legal representatives, study the pupils to specify their abilities or psychological problems, shall fill in an observation chart

regarding the pupil and other documents which are necessary for assigning remedial studies to the pupil or directing them to the counselling committee;

12. plan their activities according to semesters, shall coordinate their work plan with the social pedagogue and speech therapist, shall submit their work plan for the first semester to the head of the school by 15 September and the work plan for the second semester by 15 January; at the end of the study period, shall submit a written report to the head of the school, which shows the work carried out in providing help in learning and its results.

15.4. Speech therapist

The main duties of the speech therapist include preparing and carrying out speech therapy sessions and consultations, counselling teachers, pupils and parents that have faced problems regarding speech therapy, filling in school documentation regarding speech therapy.

The speech therapist shall:

1. specify during the first two weeks of the academic year and in cooperation with class teachers and mother tongue teachers which pupils require speech therapy; shall constantly cooperate with class teachers and mother tongue teachers throughout the academic year for determining which children are in need of speech therapy;
2. inform parents whose children require speech therapy according to the speech studies carried out by the speech therapist, upon the parents agreeing to speech therapy, shall get their written consent for carrying out speech therapy;
3. prepare the work plans for speech therapy sessions by semesters by 15 September and 15 January and shall submit these work plans electronically to the head teacher in accordance with the valid form of the work plan; the work plan shall specify the methods used, learning aids, expected learning outcomes; the work plans shall be prepared by grades, an individual curriculum shall be prepared if necessary;
4. prepare a schedule of speech therapy sessions by semesters by 15 September and 15 January, shall coordinate the schedule with class teachers, mother tongue teachers, head teacher;
5. report about their activities to the head teacher, shall submit a written report about their activities by the end of the study period; the report shall analyse the results of the speech therapy, show the expected results, the results the pupils achieved/did not achieve (in case of the latter, also the reasons why), suggestions for future work;
6. if necessary, observe the pupil and fill in an observance chart regarding the pupil; shall study a pupil directed to receive remedial instruction or sent to the counselling committee.

16. Principles of preparing the teacher's work plan

- 1) The work plan is a document on which the learning activities carried out in a lesson are based. Lessons shall take place either at school or outside the school in the form of study trips and visits. Preparation and development of the work plan shall be the responsibility of the class teacher and subject teacher.
- 2) The class teacher and subject teacher shall, on the basis of the syllabi of the school, develop a work plan which considers the particularities and trends of the class, the development directions and particularities of the school, the mental resources of the pupils and the material resources of the school.
- 3) By preparing and implementing the work plan, the class teacher and subject teacher gain more extensive rights, but also greater responsibility with respect to the pupil and their parents, as this changes the planning, content, monitoring and all organisation of studies.
- 4) The work plan of the class teacher and the subject teacher shall specify the provisions of the general part and syllabi of the school's curriculum, considering the specific pupils, the literature and materials used, cooperation between teachers and the general work plan of the academic year.
- 5) The work plans of the class teacher and subject teacher shall be prepared as calendar plans of quarters and/or courses.
- 6) In the work plans of class teachers and subject teachers, the study content shall be divided by broader study topics. The most important subtopics, objectives set, main terms covered, the methods/learning activities used, literature and other study materials shall be specified along with the methods, tools and time of checking the expected learning outcomes.
- 7) The structure and form of a work plan of a class teacher and subject teacher are presented below.

**EDU VALEM PRIVATE SCHOOL
20XX- 20XX academic year**

WORK PLAN

SUBJECT	
TEACHER	
GRADE	

Different forms of work shall be used for preparing and developing the EVPS curriculum. All teachers shall participate in the seminars related to the development of the curriculum which shall be organised at least once a year.

The head of the school shall be liable for the democratic organisation of the preparation and development of the EVPS curriculum.

The procedure of updating and supplementing the EVPS curriculum shall be confirmed by the owner of the school.

Grounds for making amendments

- Amendments in the legislative acts of the Ministry of Education and Research which regard curricula for teaching pupils.
- New trends in the society and research.
- Analysis of the realisation of the syllabi during the year.

Amendment procedure

1. Examination of documents, precepts, analysis of the realisation of the syllabi during the year.
2. Directive of the head of school on making obligatory amendments under clause 1.
3. Work with the purpose of updating the syllabus.
4. The head teacher checking the principles included in the new syllabus.
5. Examination of the principles of the updated syllabus by subject committees, the methodological council, board of trustees, student council and the teachers' council.
6. Approval by the owner of the school.
7. Issuing of a directive regarding the final version of the curriculum.

18. Syllabi by subject fields

Annex 1: subject field "Language and literature"

Annex 2: subject field "Foreign languages", English

Annex 3: subject field "Foreign languages", Estonian as a second language

Annex 4: subject field "Mathematics"

Annex 5: subject field "Natural sciences"

Annex 6: subject field "Social subjects"

Annex 7: subject field "Art subjects"

Annex 8: subject field "Technology"

Annex 9: subject field "Physical education"