



DENTRO IL SEME GIA' TUTTO



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1. THE LEGAL ENTITY

The "Chicca Gallazzi" Primary School, the "Don Carlo Costamagna" Secondary School and the "Blaise Pascal" High School constitute an Institute of Christian inspiration that aims to apply the fundamental principles of the Catholic faith in an educational and didactic project that focuses the student, considered in the totality of his or her needs.

The Primary School is located in Busto Arsizio, Via Goito 8, in the building owned by the Parish of San Michele.

The Secondary School and the Scientific High School are located in Busto Arsizio, via Culin n. 6, in the building owned by "Istituto Monsignor Tettamanti".

The schools are managed by:

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Pref. Varese 72/VII – Part. IVA 00763050127

“The Corporation, according to the principles of mutuality, stands as an instrument for an effective self-management initiative, in the school, educational and cultural field, in order to promote the education and instruction of young people, supporting and encouraging, in a Christian view of life, the task of each parent” (vedi statuto della Cooperativa “Nicolò Rezzara”).

The Primary School was established in the 2000/2001 school year and entered the private system with D. M. 3927 del 11/02/2002.

The Secondary School of First Grade has obtained legal recognition for the first grades with M.D. 28/05/77, for the second and third grades with M.D. 12/05/79.

The school entered the private school system in 2000 with the Ministerial Decree n. 839 of 28/02/2001. The Liceo Scientifico was founded in 1989, obtained legal recognition with M. D. 27/02/1991 and entered the private system with M. D. n. 839 of 28/02/2001.



2. THE EDUCATIONAL SUBJECT

The schools were created out of the desire of families to provide their children with an education and instruction that would introduce them to the totality of reality, through values rooted in the Catholic tradition.

The schools are available to welcome anyone who requests it as long as they subscribe to this Educational Offer Plan.

The teacher puts his professional competence at the service of the educational and didactic objectives proposed by the schools, constantly verified and strengthened through a regular and structured common work and a qualified updating. Teachers share a common method of pedagogical declination of the various disciplines, they make families participate in their planning, so that the student can experience both at home and at school the same educational climate and can grow in all aspects that constitute his person: reason, heart, body, interests, attitudes.

The schools are based on the choice of the families: this is a choice of responsible freedom, which implies the desire that the family and the school established, in the distinction of roles and functions, a real co-responsibility that allows the youngest to live an educational proposal that is involving and persuasive also because of its unity.





3. THE CULTURAL IDENTITY OF THE INSTITUTE

The School relates to the child with the intention of cultivating his/her desire to discover the real world and his/her own self, paying attention to the time of growth and to the particular forms of his/her learning. Planning is implemented by enhancing the affective and cognitive connotations of the child of this age.

The child has a **positive** view of reality and is characterized by curiosity, openness to reality and a direct and immediate approach to things.

Easily, he/her stops at a detail that has impressed him/her and does not know how to identify the connections, nor to develop a systematic view of reality.

This is precisely the path on which the teacher patiently accompanies him/her, making the school a place of **real experience**.

It is necessary that the teacher lives this positive openness to reality to make the child **wish to be accompanied** in this path of discovery and knowing.

In fact, the child makes another's experience his own by **osmosis**, rather than by verbal instructions. Within the relationship with the teacher the child understands the **value of rules**: they must be indicated and lived as a condition to be able to stay in the world in a more beautiful and fascinating way.

Thanks to the relationship with the adult, the child feels heightened, the adult can be truly **authoritative**, a reliable person who makes him be himself. This process of internalization is what promotes creativity and exploratory taste in the child.

In the relationship with the teacher, he sees himself **confirmed**, with increasingly persuasive reasons, in the assumption that reality is positive.



4. THE EDUCATIONAL AND DIDACTIC PATH

a. Methodological approach

The Primary School takes care of the communication of what is **simple, but not trivial**, of what is essential as it is able to encourage the child to experience reality. The aim is to avoid an encyclopedic approach that prevents the child from reflecting on what is being proposed to him, and to cultivate knowledge that is meaningful for the child, that is, that carries within the possibility of a meaning.

For this reason, prevalence is given to what is **concrete** as a provocation to the development of intelligence and affectivity.

At the methodological level, we start from the positive assumption that the child is, and from what he knows and is able to do, so that he has **esteem** for his own possibilities and is thus open to the possibility of growing.



The school represents to the child's mind and heart a place that is **passionate about him and full of attention to his person**: the care for details experienced by the adult becomes for the child's attention to the organization of the person, of the place, of his school material.

b. Hospitality project

To the child, the passage from Nursery School to Primary School is a moment of apprehension.

is a moment full of apprehension, awaited and at the same time

time feared. The first way that the school can help him to live this process serenely is to welcome him as a person and to make him perceive the new environment as an opportunity to realize his own growth through relationships with adults and with his new classmates.

This is why the school takes action in several directions.

First of all, it collects, through interviews with the family, the elements of the child's personality and history that are useful to start a relationship with him/her that is not generic, but that takes into account his specific physiognomy.

Secondly, it collects information about the child's experience during the Nursery School that will be the point of reference for educational and didactic work along a line of continuity.

Thirdly, it facilitates integration into the new environment through gestures that foster in the child an



attitude of trust towards the adults who will accompany him or her during the scholastic journey.

c. Workshops

Workshops create learning situations that combine knowledge and skills on unitary and specific tasks, in an **operational and planning** dimension.

They are therefore an opportunity to discover the unity and complexity of reality, a time for constructive **collaboration** in the face of **concrete tasks** to be performed, a space for creativity that increases self-awareness.

From a didactic point of view, the main feature of the workshop is to work in groups of students of the same class or parallel classes or of different classes, gathered to perform a specific task/project or to freely follow common interests and attitudes.

Through the Workshops it is possible to make the most of individual talents and to perceive the diversity of each as a wealth for all; the Workshops are the privileged place for the **enhancement of the positive value of each child**. Everyone can be a resource for the class as different skills emerge such as, for example, creativity, logical, intuitive and deductive skills, fine manual skills, willingness to offer their own contribution..

d. Field Trips and other Qualifying Experiences

The educational trips and formative moments are fundamental within the educational path. They consist of experiences that educators identify as opportunities to increase the child's openness to reality and desire to explore it more deeply. It is therefore up to the adults involved in the educational process to decide the timing and form of these interventions that may include: trips of several days, visits to craft workshops, museums, significant historical places, theater performances, exhibitions, festivals, direct observation of nature, etc. ...

Of course, there can be no lack of moments of coexistence aimed at being together in which the child benefits from the presence of others and from being with them.

During the summer months, the school promotes a "**Summer Camp**".



5. THE VALUE OF DISCIPLINES

The first concern of teaching is not the discipline, but reality in its unity, so that the different disciplines are openings, tracks, paths connected to each other in a unitary conception of knowledge.

The growth of the student occurs only if all of his constituent factors (mind, heart, body) are involved and provoked in approaching the various topics and participating in the various activities. It is in light of these considerations that the school declines year by year its educational and didactic programs.

ITALIAN LANGUAGE

- The **use of language** is continuous and transversal to every learning, implicated in the approach to all disciplines, but it is undoubtedly increased in the communication of the experience of knowing oneself and reality. For this reason, the narrative dimension has particular relevance, because it helps the child to understand the meaning of events;
- **writing** is aimed at the reconstruction of one's own experience and the lexical enrichment that allows its expression;
- **reading** is first of all offered by the teacher as an experience of meaningful textuality, so that one proceeds with the interpretation of the text to know its contents;
- **textuality** as the ability to produce a text, i.e. a meaningful plot of concepts, proceeds from the teacher to the child not so much by virtue of delivered techniques, but by virtue of the passion with which the teacher lives the reality and is poured into the latter;
- **reflection** is initially aimed at writing and reading, then gradually leads to the learning of morphology and syntax.

HISTORY, GEOGRAPHY, CITIZENSHIP EDUCATION AND CONSTITUTION

- In the first two years, it is necessary that each lesson encourages direct encounters with reality and that this becomes awareness of the path taken;
- afterwards, in addition to the direct approach to reality, another way of knowledge is offered to the child; it consists, thanks to a greater and greater linguistic competence, in the possibility of accessing even what is **distant in time and space**;
- The use of textbooks is aimed at guided learning of a study method.;
- particular attention is paid to **History**, proposed as an interest in the past as a human past. In this way, man's action is placed at the center, in his actions are expressed the richness of his potential and the



dramatic operation of his freedom. In the historical event, narrated in a way that makes it accessible to him, the child encounters the other insofar as it is other, but human, and becomes aware that the past holds the key to interpret the present;

- Through **Geography**, the child acquires a sense of space, becomes accustomed to the diversity of cultures and has a systemic vision of the territory. It is necessary that the discipline becomes interpretative and explanatory of the relationship of man and society with nature.;
- Concerning **Citizenship and Constitution Education**, children study topics related to :knowledge of constitutional principles; awareness of the rules governing coexistence; Increased sensitivity towards protection.

In particular, we work through multidisciplinary methodologies on the following thematic cores:

DIGNITY OF PEOPLE

- Consciously express their needs and feelings;
- Reflect on one's own and others' rights, duties, and values;
- Gradually become aware of the reasons that determine their own and others' behavior.

SOCIAL IDENTITY

- Learn about elements of personal history, family traditions, and community traditions;
- approach with interest cultural assets of our territory and our country;
- Ask questions and reflect on existential and religious issues, what is good or evil, justice, transgression, etc...
- To develop a sense of belonging to the community and the nation and at the same time to understand the value of cultural, ethnic and religious diversity.

RELATION

- Discuss, listen and debate with adults and children, respecting points of view and different opinions;
- Play and work in a constructive, collaborative, participatory and creative manner.

PARTICIPATION

- Identify and respect individuals who have authority and roles of responsibility;
- Participate in initiatives promoted by local entities having the purpose of solidarity, sharing, human and cultural openness;
- assume correct behaviors regarding safety, one's own health and the health of others, the care of



people, things, places and the environment;

- Learning to take responsibility and make their own contributions.

In the setting of the entire educational and didactic process, there are contents and gestures that constitute the coordinates for the formation of the citizen responsible for himself and therefore for the common good. Our Educational Project aims at opening up to the greatness of man and to the value of every single person considered in his belonging to a community, a belonging of which he gradually becomes aware and towards which he assumes an attitude of positive collaboration.

MATHS AND SCIENCE

Rational ability is increased by focusing on three aspects: the conceptual, the linguistic expressive, and the deductive and reasoning aspects.

- The first is about what the child has to learn. The concept is a complex act of thinking that the school experience helps to possess and reinforce through guided reinvention, trial and error and through multiple experiences through which the child becomes aware, capable of verification and safe processes;
- the second concerns the mathematical language thanks to which the child is given the ability to order and organize experience, to formalize what is known, to recognize and use symbols and conventions;
- the third relates more closely to the gradual enhancement of the ability to perform reasoning and analyze problems.

Through carefully prepared didactic paths and with a **convinced and passionate openness to new methodologies**, it is possible to present the discipline in such a way that the child is aware of its nature and objectives. The teaching of mathematics fosters and increases a person's relationship with his or her surroundings through the development of the following skills: **observation** of reality, recognizing different kinds of relationships between objects or quantities; **description** of reality through a progressive and conscious use of language and mathematical tools; **organization** of one's method of reasoning, arguing, and problem-solving; use of specific language and symbolic forms; **planning and imagination** through problem-solving activities in various contexts.

Science is proposed as a systematic exploration of the world, both to encourage the development of a critical spirit and the ability to formulate thought in a precise way, and to respond to the child's curiosity about reality. During science classes, **health care** topics are also treated.



ENGLISH LANGUAGE

The project of **strengthening the ENGLISH LANGUAGE** is intended to be a significant opportunity for cultural openness and an effective learning path.

It proceeds according to the most appropriate form to the child, that of the experience of communicative interrelationship and aims to make him more aware of the world as a **wider reality**, opening him to new horizons.

The program is gradual and enhanced and consists of

- 4 hours in 1st and 2nd grade
- 7 hours from 3rd to 5th grade
- The **specialist teacher** sets the program according to well-identified strategies, application of the JOLLY PHONICS method (JOLLY LEARNING) for multi-sensory learning, use of tools that involve direct involvement, ways of reflecting on language that correspond to the development of child thinking;
- The **mother tongue teacher** works from the first to the fifth grade, in co-presence with the other teachers, taking care of aspects of daily life and school life, getting to the heart of some specific educational activities and dealing directly in the language with various disciplinary topics, according to an accurate common planning.
- **"English Summer Camp"**: in July, one or two recreational weeks of "full immersion" in the English language in collaboration with an international association that carefully organizes expressiveness, moments of play and socialization, spaces of operation and active learning.
- **"English in progress..."**: playful and expressive activities, workshops, moments of exchange and meeting. They are based on movement, oral communication, interaction with the mother tongue teacher and with classmates.



RELIGIOUS EDUCATION

The religious dimension is understood as an opening of the mind and of the heart to the ultimate meaning of reality and is considered an integral part of the path of growth.

An encounter with the **person of Jesus** is fostered. This happens both through the teaching of the Catholic Religion as a systematic path of the history and truth of Revelation and through the proposal of Christian experience. Liturgical seasons, major Christian feasts and moments of community prayer are valued.

ART – MUSIC – PHYSICAL EDUCATION– TECHNOLOGY – ICT

The encounter with reality occurs through the **senses and movement**. For this reason, the education in sensitivity is continuous and transversal to the school experience and is modulated in the different years.

The focus is mainly on moments of bodily experience and the encounter of reality through the experience of others (poets, writers, painters, musicians) is encouraged.

The child has the opportunity for aesthetic experience of reality, particularly through curricular activities such as image education and sound and music education.

Art education is configured as an activity directed to the achievement of communicative and expressive competence aimed to translate experience into a message. In the first years the graphic exploration turns towards internal models (himself, the others...), the affective environment (the house, beloved places...), in the following years it faces the world, its representations and its codes.

Knowledge of the artistic heritage is promoted through educational visits and the presentation of artists' works.

Music Education aims to provide children with the means to learn about the world of music in all its diversity and richness, to develop an auditory and affective sensitivity, and to exercise motor skills in relation to musical elements. Particular attention is paid to the singing that is also structured in real chorus that performs during some important occasions.

Physical Education fosters the structuring of body identity, both in terms of the functional use of the body and its value in gestural and communicative language. Sport is an integral part of the educational experience and plays an important role in the growth of the person. The approach to



different sports is encouraged both during Physical Education classes and through participation in competitions.

In addition to the curricular lessons, there are numerous activities offered by "School of Sport". (page 18).

Games represent privileged moments and a transversal method of work setting. While playing, the child is fully involved and this allows him to activate all possible connections between himself and reality. Finally, because of its educational value, games are proposed both in direct forms (recreational games for individual classes or large groups), and through experiences carefully distributed throughout the year (competitions, shows).

Starting from the first grade, the introduction of the child to **technology** is planned, this is done in the forms most corresponding to his sensitivity and interests. The work is proposed to him so that he can test and strengthen his organizational skills and learn to use the available tools effectively.

6. THE EVALUATION

The evaluation always starts from the **observation** of the interest, taste and participation with which the child relates to what is proposed to him, as well as the energy he puts into the acquisition of knowledge and the improvement of skills and abilities.

Verifications are privileged tools for **evaluation**, both ongoing and summative. They are always related to the **objectives** on which the teaching activities are based and respond to a twofold need: on the one hand, to allow the teacher to **ascertain the knowledge and skills** actually achieved by the students; on the other hand, to make the student aware of the path he or she has taken so that he/she may be motivated to dedicate him/herself to the new tasks that await him/her..

For the tools and methodologies we refer to the new Ministerial Order 172 of 4 December 2020 - Assessment with a descriptive judgment in Primary School about the periodic and final evaluation of pupils' learning in Primary School and the related Guidelines for the formulation of descriptive judgments.



According to the new provisions, the descriptive judgment of each student will be reported in the evaluation document and will refer to four different levels of learning:

Advanced: the student completes tasks in known and unfamiliar situations, using a variety of resources either provided by the teacher or found elsewhere, independently and consistently.

Intermediate: the student completes tasks in known situations autonomously and continuously; solves tasks in unfamiliar situations, using resources provided by the teacher or found elsewhere, although discontinuously and not completely autonomously.

Basic: The student completes tasks only in known situations and using resources provided by the teacher, either independently but intermittently, or not independently but continuously.

Beginning to acquire: the student completes tasks only in known situations and only with the support of the teacher and using specifically provided resources.

The learning levels will refer to the results achieved by each student in relation to the objectives of each discipline. The descriptive judgment will take into account the path taken and its evolution.

7. PATHS FOR STUDENTS WITH DISABILITIES, SPECIFIC LEARNING DISORDERS AND SPECIAL EDUCATIONAL NEEDS

Our Educational Project is based on a conception of the person for which the value, dignity and greatness of each person are not determined by the skills and performance, but are "absolute": we are deeply convinced that everyone can contribute positively to the welfare of the whole community.

The evaluation of students with certified disabilities will be related to the objectives identified in the Individualized Educational Plan (IEP), while the evaluation of students with specific learning disorders will take into account the Personalized Educational Plan (PDP).

For students with special educational and didactic needs, we create and verify paths suitable for each, in close collaboration between teachers, with the family and with external experts. We are available to a constant work of updating and researching about the compensatory and dispensatory tools and about the setting of class life in order to implement a truly **inclusive** teaching and educational practice. At school there are qualified special needs teachers and educators who proceed in a constantly verified



work with the teachers, with each other, with the family and with external experts.

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We also offer an after-school activity in which we help students who suffer from **learning disorders** through: diagrams, maps and appropriate aids, in close collaboration with the teachers.

For a more detailed presentation of these paths and interventions, we refer to the **Annual Plan for Inclusion** that is prepared by the school at the end of each school year.

8. CURRICULAR LABS

The curricular workshops are activated within the lessons with the qualified collaboration with expert teachers both internal and external.

PSYCHOMOTRICITY

Workshops in co-presence with the psychomotor teacher. The child plays with the body and learns with it: each movement is a privileged way to express the inner personal world.

PAPER FOLDING

Each fold has a precise and indispensable role to arrive at the desired product. Through origami the child is at work to learn strategies, develop fine motor skills and enhance self-esteem. The student, involved in a playful and operational way, is led to the discovery of geometric and mathematical concepts and the achievement of various goals and skills.

AFFECTIVITY

A journey towards self-knowledge as a unique and unrepeatable being. It starts from third classes in collaboration with the Consultorio di Gallarate - Fondazione per la Famiglia "Profumo di Betania".

The educational proposal is completed by exhibitions, concerts, collaborations with universities and schools, festivals, meetings, theatrical performances, educational trips and supplementary activities.



9. SUPPLEMENTARY ACTIVITIES

“SCHOOL OF SPORT”

At our school there is an association promoted by our physical education teachers that aims to propose activities and sporting events for both students and families. Founded in 2012, it now has more than 300 members, of all age groups.

- **For students:** courses in Multisport, Soccer, Volleyball and other specific sports that are identified year by year.
- **For families:** outings organized to attend sporting events.
- **Sports holidays.**

SUMMER CAMP: At our school, in June and July, we offer the valuable opportunity to live together the summer period. In collaboration with educators and specialists, we offer: recreational - creative activities, educational visits, workshops, swimming pool ... and much more, in a joyful coexistence and cared for in all aspects.

EXPRESSIVE WORKSHOPS: year by year, afternoon activities are organized to complete the educational offer. The following workshops have been appreciated with great interest:

- ART AND PAINTING

A path to approach the work of art, understood as an expression of the artist's creativity and to stimulate the creativity of the child.

The encounter takes place first of all through the work, in its objective data of forms, colors, signs and meanings, investigated through observation, the starting point of each thematic itinerary.



- **THEATRICAL PROPAEDEUTICS** organized by actress and director Marta Martinelli.

THE WORKSHOP is developed in 2 phases: 1st PHASE: exploration of the theatrical language with particular attention to the "fairy tale" genre. Games and theatrical exercise;

2nd PHASE: staging the script: acting, body movement in space, vocality, expressiveness.

- **PHOTOGRAPHY WORKSHOP**

THE PURPOSE: photography can be a valuable tool to look at reality. It becomes a "third eye" for children who can use the camera as a magnifying glass to the world. With it they can discover themselves, pause, tell about themselves and become more attentive and aware observers.

THE PROGRAM: some notions about the origin and evolution of photography - Realization of a photographic project - Creation of a story - Telling of stories by integrating text, photos and video.

- **VIDEO MAKING WORKSHOP** for 4th and 5th graders.

An educational proposal that through experience aims to reveal what is behind a video, what and how many actions are needed to go from the idea to its visual expression. We begin by watching and analyzing short films made by children and create a video starting from the story presented by the teacher (storyboard, work scheme, images, text, music, editing).



10. SCHOOL AREAS

The school's spaces allow in-person classes and make it a place for real encounters and involvement. All classrooms are equipped with wi-fi and ultra-wide touch-screen monitors.

In the institute there is a canteen, a multifunctional classroom, a computer room, a library and a courtyard. Physical education classes are taught in the gym located in Via Miani, reachable by bus.

11. THE ORGANIZATIONAL STRUCTURE

The educational activity takes place for all classes from **MONDAY** to **FRIDAY**, with **ONE COMPULSORY 2-hour afternoon return**. The schedule for all classes is the following:

- from 8.00 a.m. to 1:00 p.m.
- the compulsory afternoon is from 2.00 p.m. to 4.00 p.m.

Before school activities

The service is carried out in the morning from 07.30 to 08.00 from Monday to Friday. Only regularly enrolled children can take part in this service.

CANTEEN

For those who need it, it is possible to stop by the canteen every day until 2.00 pm.

AFTER-SCHOOL ACTIVITY

For children not occupied with afternoon classes, homework and lessons can be done at school and supplemental activities can be attended.

The **after-school service** is a "flexible" one; in fact it is possible to choose the duration of the frequency (2.00/4.00 p.m. - 2.00/5.30 p.m.) according to one's own needs.

The ADMINISTRATIVE OFFICE

The Secretariat is open to the public from Monday to Friday at the following times: from 8.00 to 9.30, from 12.00 to 1.10 p.m. and from 2.00 to 3.00 p.m.



12. TEACHERS AND COLLEGIALITY

• Teachers

Teachers guarantee the child a precise and constant role model at a relational and affective level. Through their person, the child lives at school the experience of an **authoritative and valuing** company that leads him on the path of growth.

• Specialist teachers

"Specialists" are, for all intents and purposes, classroom teachers.

Specialists have the task of fostering the growth of the child in **all dimensions** and to deepen fundamental skills for human growth and schooling. They curate: pathways for learning English, Art, Music, Physical Education.

• Teaching staff, Class Council, and other teacher meetings.

At our school, the following aspects are important:

- **the common elaboration** of contents and methods on the basis of a constant and qualified updating and in the deep conviction that a person can be a teacher only if he/she is willing to learn from those who are further along the way;
- the collegial moments are inserted in a dense web of **meeting, comparison and company**. This occurs both through personal relationships and through relationships with professors operating in other schools;
- the collegial moments are "**for the person**" of the teacher and the student; therefore, they are the privileged environment for educating oneself to always have a constructive view in mutual appreciation and esteem.

The **Teaching Staff** elaborates the guidelines of the programming, takes care of the school climate, organizes common events, verifies the didactic and educational path.

The **Class Council** is the place of a complementarity of perspectives aimed at grasping the personal maturity of each child to facilitate the steps to be taken in the educational and didactic path.

The **Interclass Council** between teachers of parallel classes, with experts and support teachers, is the place of educational planning in relation to the disciplines and / or subject areas, methodologies and tools for the development of objectives and the pursuit of the goals of competence set by the National Indications for the Curriculum and the Educational Offer Plan.



The **School Council**, made up of parents' representatives and teachers' delegates, collaborates with the other operators of the school in order to **enrich the educational and didactic planning** with initiatives designed to involve all parents (parties, plays, outings and trips for the whole school community, etc.). It also examines and discusses the Educational Offer Plan, presents evaluations, opinions and proposals on various aspects of school life, based on what it receives from the parents of the Institute. Finally, it takes care of relationships with organizations outside the school with which it is important to establish an effective collaboration. It meets four or five times a year.

SCHOOL - FAMILY RELATIONSHIP

Given that the family is the **original and primary place of the child's experience**, parent-teacher conferences and class assemblies are real opportunities to share educational work . The school encourages initiatives promoted by parents, in order to encourage a real and mutual involvement in the educational journey of their children.

13. SCHOLARSHIPS

With the interventions of the school dowry of the Lombardy Region and, in case of need, interventions by the school, reductions in school fees are possible for those who are eligible.

14. SCHOOL PLAN FOR INTEGRATED DIGITAL EDUCATION

1. INTRODUCTION

During the 2019-2020 school year, we offered our students online lessons, digital materials, distance labs, and remote counters with teachers so that students could experience daily companionship and ongoing support in addition to educational continuity. With the 2020/21 school year, face-to-face teaching was resumed and the school became once again a place of real encounters and live engagement. But the tools and new methodologies of integrated digital teaching have now become part of our educational offerings, enriching in-person classes and ensuring continuity in case of emergencies.



2. CONDITIONS OF ACTIVATION OF THE INTEGRATED DIGITAL TEACHING PLAN

Digital Teaching will be used in the following different situations:

- a) complementary mode to in-person teaching;
- b) support for special situations of individual students;
- c) transitional mode in the event of a temporary suspension of in-person activities for an entire class (quarantine);
- d) exclusive instructional mode in the event of a lockdown established by ministerial authority.

3. ACTIVATION OF INTEGRATED DIGITAL TEACHING AS A COMPLEMENTARY OR TRANSITIONAL MODE

a) Integrated Digital Teaching as a complementary modality to in-presence teaching

It is appropriate to maintain Integrated Digital Teaching as a complementary mode to in-person teaching for the following cases:

- delivery or return of assignments and materials;
- parent-teacher meetings;
- online meetings with external experts

b) Integrated Digital Teaching as a way to support special situations of individual students

Activation of Integrated Digital Teaching for a student will occur for documented serious needs that prevent regular class attendance. The application of it must be approved and defined by the Coordinator and the teachers of the Class Council, who decide on the methods and timing.

c) Integrated Digital Teaching as a transitional mode in case of quarantine of a class

In the event that a class must comply with a quarantine period, classes will continue according to a time schedule defined each time and according to a weekly calendar, in order to allow the maintenance of a didactic course appropriate to the fundamental objectives of the period concerned. This mode is activated in the same way as specified below for exclusive teaching. The possibility of updating the Integrated Digital Teaching as a temporary teaching method is foreseen, in relation to any specifications by the Ministry.



4. ACTIVATION OF INTEGRATED DIGITAL TEACHING AS AN EXCLUSIVE TEACHING METHOD

The Teaching Staff formulates the basic criteria for the remodeling of teaching and educational projects in case of exclusive Digital Didactics. It is considered appropriate not to replicate the weekly schedule in presence during the streaming mode.

The timetable is reduced and activities are diversified, encouraging students' independent work.

Some general criteria are listed below, to be applied in the case of a return to Digital Didactics as an exclusive mode:

- The weekly timetable provides a minimum of 10 hours for the first grades and 12 hours for the other classes. The offer will be remodeled over time depending on the duration of the closure and the response of the class;
- the disciplinary areas reshape the programs with the aim of finding an essentiality of methods and content;
- the methods of implementation are diversified according to the different degree of autonomy of the students in each class;
- we encourage ways of working in the afternoon, alongside the hours of teaching with the whole class, in small groups, free or scheduled;
- Special attention is given to students with Specific Learning Disorders, Special Educational Needs and with an Individualized Educational Plan;
- We model the Distance Learning experience activated in the lockdown period during the 2019-2020 school year.
- interviews with parents are conducted by means of remote communication by prior arrangement with the teacher and/or the Education Coordinator.

Among all disciplines, Italian and Mathematics are favored and a great importance is given to English, Music, Physical Education and Art through lessons conducted by specialist teachers.

Common synchronous teaching activities

The following instructional modalities are considered available for the various needs highlighted by teachers and coordinator:

- **LIVE LESSON (Google Meet):** the teacher explains and carries out the topic in a short lesson with the entire class;
- **AFTERNOON WORKING GROUPS (Google Meet):** the teacher takes content and answers questions from students gathered in small groups. The class can be divided into two or three groups to consolidate learning, repeat lessons, recite poetry, practice a topic.



- VIRTUAL TRIPS (Google Meet): while waiting for new directions about educational trips and outings, we make virtual trips in art, history, music, landscape.
- ACTIVITIES (Google Classroom): assignment of online teaching activities to be returned to teachers by the deadline.

Asynchronous teaching activities

The following instructional modalities are considered available for the various needs highlighted by the teachers and Coordinator:

- VIDEO (Google Classroom): short recordings that the student can access freely and repeatedly; they aim to provide an example of writing or manual work, a procedure to follow to learn the algorithm of calculation, the essentials of a discipline, integration with images of a lesson. Each student will be provided with credentials to access the platform.

5. THE EVALUATION

Distance learning brings out clearly the importance of formative assessment, that is, the fact that the purpose of evaluation is to accompany the journey of knowledge of each student pointing out strengths or possible weaknesses and enhancing any progress in learning.

Each student will be expected to work according to his or her abilities, with clear and prompt directions from teachers regarding remedial and reinforcement learning. What must therefore be highlighted is not the single test but the development over time of knowledge, skills and competences. The transversal skills of participation, autonomy, awareness and collaboration that distance learning brings into play will also be monitored.

Teachers ensure that students' work is monitored, which does not coincide with the correction of all assignments but with the control that the assignments have been carried out following the instructions.

The indicators that are observed are the followings:

- the student delivers the required materials,
- the student respects the deadlines,
- the student corrects homework,
- the student personalizes the work,
- the student participates in classes,
- the student shows personal initiative.



The evaluation of learning is based on the observation of essential skills detectable through written and oral tests, particularly in the linguistic and logical-mathematical field, on a weekly basis. This evidence is supplemented by any significant observations that emerge during the activities.

Communication takes place through the Google Suite platform or through an email addressed to the family. In addition, with a view to a global and formative evaluation, the evaluation collects a judgment on the overall performance of the student. At the end of each term, teachers share their observations and evaluations of each student, taking care of the educational and didactic aspects.

6. RULES OF THE INTEGRATED DIGITAL TEACHING

The use of IT tools requires special personal responsibility and appropriate behavior. Recorded lessons (audio files, video files, PowerPoint presentations, ...) and videoconference lessons, like all the activities proposed by the teachers, are to be considered teaching activities for all purposes for which attendance is mandatory. The supervision of the correct use of the platform and device requires co-responsibility by parents.

Purpose

- Correct and appropriate use of digital tools;
- Responsible use of time;
- Maturation in autonomy and responsibility.

Rules

- Only those who are part of the class group on the platform can participate in the lessons through the access granted by the personal credentials issued by the school;
- Students must arrive on time and already equipped with the necessary material for the lesson;
- absences are noted by the teacher in the class register. If there are repeated absences that endanger the educational path, the Coordinator and/or a delegated teacher will promptly contact the family for the necessary clarifications and to formulate the hypothesis for the subsequent development of the path;
- when requested by the teacher and for instructional purposes only, students are asked to turn on their webcams and microphones.
- in compliance with current regulations, **it is absolutely forbidden to extract and/or distribute photos or videos related to people present at online lessons.** The violation of the rules on privacy and the right of image, behaviors detrimental to the dignity, decorum and proper social life of others, as well as acts qualifying as cyberbullying involve civil and criminal liability for those responsible and those exercising parental authority.