ELEMENTARY SCHOOL
CURRICULUM GUIDE

KINDERGARTEN 2 TO GRADE 5

STAMFORD AMERICAN INTERNATIONAL SCHOOL
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THE GOAL OF EDUCATION IS THE ADVANCEMENT OF KNOWLEDGE AND THE DISSEMINATION OF TRUTH

John F. Kennedy
VISION AND GUIDING STATEMENTS

Our Vision and Guiding Statements are reviewed on a regular basis and provides the framework around which the program is constructed. We deliver education based upon our guiding statement and strive to ensure that success of each individual child in his/her day of study as described in our Vision and Guiding Statements.

Vision

As a school community we will continually strive to provide the best teaching and learning experiences for all so that each individual achieves more than they believe they can.

We will celebrate our academic, sports and service accomplishments so that individuals and groups are recognized locally, nationally and globally.

We will become the leading American international school in Singapore and achieve a global reputation for excellence and academic rigor.

Mission

We base our teaching and learning on challenging American standards. Our approach to education is student-centered following an inquiry based interdisciplinary curriculum. Our curriculum is broad based and academically rigorous. It incorporates the best practices in education and benefits from constant improvement.

“Stamford offers the International Baccalaureate (IB) Primary Years Programme, the IB Middle Years Programme, the IB Diploma Programme and Advanced Placement program, together with our High School diploma.”
Maintain high standards of academic progress, achievement and performance including preparation for admission to competitive universities in the U.S. and worldwide.

Embrace the attributes of the International Baccalaureate learner profile so that we guide all to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, risk-takers, balanced, caring and reflective.

Create an environment in our schools where all feel safe and secure and can thrive.

Develop students who are fluent in the Mandarin language or Spanish language as well as in English, the language of instruction.

Encourage all to become responsible contributing citizens of the school and within a global context.

Instill in students confidence and an enthusiasm for lifelong learning.

Develop future leaders with active and innovative minds.

Develop internationally minded citizens by fostering multicultural and intercultural interaction.

Celebrate diversity and build an understanding of, and respect for, different value systems and cultures.

Promote critical understanding and compassion for others and the courage to act based on one’s beliefs.

Address a variety of learning needs including English as an Additional Language, native language support, special needs support, enrichment and counseling so that each individual can achieve success.

Recruit, retain and professionally develop leading American and international teachers and educators for our school.

Be a reflective and thoughtful community, seeking input from a variety of resources to successfully guide our progress.

Continue to develop a welcoming community that supports happy and passionate staff, students and parents.
WELCOME
FROM OUR ACADEMIC LEADERSHIP TEAM

Our leadership team warmly welcomes you to Stamford American International School. We comprise of a team of education professionals, who are all experienced in American international education and the International Baccalaureate (IB) Program.

HEADS OF SCHOOL

Dr. Eric Sands
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CURRICULUM DEPARTMENT

The Curriculum Department at Stamford, which consists of a Director of Curriculum as well as International Baccalaureate/ Curriculum Coordinators in each of our divisions, works with teams of teachers and individuals throughout the year to support the development and implementation of engaging, challenging and connected-learning experiences for students.

If you have questions about any of our overall curriculum directions or particular questions regarding specific IB programmes, please contact the relevant curriculum leader.

COMMUNITY INFORMATION & INQUIRY SESSIONS

The Curriculum Department hosts a variety of Community Information & Inquiry Sessions (CIS) throughout the year. These sessions provide interactive experiences about our curriculum and Approaches To Learning (ATL) for our community. We encourage you to attend these sessions. Please refer to the Events Calendar on myStamford for dates and sessions.
Our Teachers

Recruited from top agencies around the world, our teachers bring to Stamford a wide-range of experiences that serve to enrich our collaborative community with diverse perspectives and a deep commitment to students and learning.

Teachers continue to grow through rich professional experiences within established learning communities at Stamford, formal external training, internal learning with colleagues and educational consultants and daily interaction with their students and colleagues. At Stamford, we believe strongly that learning takes place every day for everyone.

At specific times during the year, parents receive formal feedback on their children’s progress through the form of report cards and Parent Teacher Conferences. Teachers also keep parents informed of class progress via teacher pages on myStamford throughout the year. Please feel free to contact your children’s teachers at any time using their email addresses with any questions, comments or concerns.

Accrediting Organizations

The school is authorized and accredited by the International Baccalaureate Organization (IBO), EduTrust in Singapore, Council of International Schools (CIS) and Western Association of Schools and Colleges out of the United States (WASC).
Enriched, engaged learning — that is Stamford.

The core frameworks that guide the crafting of our curriculum -- the International Baccalaureate Programmes along with challenging American standards and the College Board's Advanced Placement program -- guarantee teaching and learning that is student-centered and rigorous.

As our Curriculum Team, which consists of Program Coordinators in the PYP, MYP, DP and AP and a Director of Curriculum, works alongside our experienced, professional faculty to develop curriculum throughout all divisions of the school, we hold at the core of all our development two guiding statements:

The vision of Stamford where

... each individual achieves more than they believe they can

AND

The mission of the International Baccalaureate

... to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

This means that our curriculum design and development focuses on learning experiences that are Stamford rigorous. They seek to encompass:

- Multiple entry points and pathways for learning
- Personal engagement and challenge for each individual learner
- Exploration of student inquiries and multiple perspectives
- Connections -- interdisciplinary and transdisciplinary -- in subject areas and to local and global contexts
- Authentic student voice
- Conceptual learning that reaches beyond knowing to deep understanding
- Development of skills and approaches to learning that support lifelong learning
All in a balanced interweaving of teaching, learning and multiple assessment methods where each informs the other as learning unfolds. We believe strongly that challenging students to intellectually engage in their academics, interests, and the diversity of the world around them as open-minded and reflective inquirers and thinkers equips them for excellence within and beyond Stamford. Ultimately, Stamford students will move on to success in college, career, and life as learned, thoughtful, courageous individuals and global citizens.

Our overarching frameworks bring the best of American and international curricula together in a unique blend of guaranteed and responsive education. Through our American standards, students are ensured of vertically aligned, connected learning within discipline areas. Through the IB Programme frameworks, our students involve themselves as inquirers within disciplinary and interdisciplinary learning in order to construct and personalize their learning – much like the real world demands of all learners. It’s the Stamford advantage!

### STANDARDS & BENCHMARKS FRAMEWORKS

As an international school, Stamford is proud to utilize high quality standards frameworks from the U.S. These frameworks outline specific, aligned learning outcomes for students and ensure challenging and aligned learning over grade levels and across teachers in specific discipline areas. The combination of high quality standards for learning and the holistic, student-centered IB Programme framework enables quality assurance that we provide a rigorous and balanced educational experience, which serves students well if they remain with us or transition to other American or International schools.

<table>
<thead>
<tr>
<th>Elementary Standards and Benchmarks</th>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Education Reaches Out (AERO) Standards</td>
<td>Mathematics, English Language Arts, Science, Humanities/Social Studies</td>
</tr>
<tr>
<td>American Council on the Teaching of Foreign Languages (ACTFL)</td>
<td>Language Acquisition (Spanish and Mandarin)</td>
</tr>
<tr>
<td>International Society for Technology in Education (ISTE)</td>
<td>Design Technology</td>
</tr>
<tr>
<td>Massachusetts Arts</td>
<td>Music, Theater, Visual Arts</td>
</tr>
<tr>
<td>IB Personal, Social, Physical, Ed.</td>
<td>Personal/Social, Physical Education</td>
</tr>
<tr>
<td>Society of Health and Physical Education (SHAPE) National Health Education Standards (NHES)</td>
<td></td>
</tr>
</tbody>
</table>
Stamford is an IB World School and is authorized to offer the PYP. IB World Schools share a common philosophy – a commitment to high quality, challenging, international education that Stamford believes is important for our students. The PYP is an international curriculum framework designed for children between the ages of 3 and 12 years, taught through inquiry and concept-based teaching and learning approaches. The program focuses on the development of the whole child, so in addition to academic achievement, the program strongly emphasizes the social, physical, emotional and cultural growth of all students.

The Five Essential Elements of the PYP

Knowledge - The PYP has identified six transdisciplinary themes, which help to organize the six Units of Inquiry (UOI) at each grade level. These themes are overarching, from Pre-Kindergarten to Grade 5. The UOIs then define the more specific content to be explored under each theme at each grade level. Altogether, the units combined that make up the entire framework of units programme-wide is called the Programme of Inquiry (POI). The POI can be viewed at http://mystamford.edu.sg/poi.

Transdisciplinary Themes

Who We Are
Where We Are in Place and Time
How We Express Ourselves
How the World Works
How We Organize Ourselves
Sharing the Planet
Concepts - There are eight fundamental concepts expressed as key questions, which drive inquiry and research. They also have relevance within and across all subject areas (transdisciplinary).

Skills - There are five sets of transdisciplinary skills acquired in the inquiry process, known as the Approaches to Learning (ATL). The IB ATLs refer to the skills students develop when they are learning how to learn and think effectively, and how to process information and manage their emotions. The intention of the ATLs is to develop self-regulated (self-managed, self-directed, independent) learners through skills based, process-focused teaching. - Sept. 2013 PYP Coordinator’s Notes, p. 2
Attitudes - The PYP promotes attitudes that we want our students to feel, value and demonstrate.

<table>
<thead>
<tr>
<th>IB Approach to Learning</th>
<th>PYP Transdisciplinary Skill Sets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Listening, Speaking, Reading, Writing, Viewing, Presenting, Non-verbal communication</td>
</tr>
<tr>
<td>Social</td>
<td>Accepting responsibility, Respecting others, Cooperation, Resolving conflict, Group decision-making, Adopting a variety of group roles</td>
</tr>
<tr>
<td>Self management</td>
<td>Gross motor skills, Fine motor skills, Spatial awareness, Organization, Time management, Safety, Healthy lifestyle, Codes of behavior, informed choices</td>
</tr>
<tr>
<td>Research</td>
<td>Formulating questions, Observations, Planning, Collecting data, Recording data, Organizing data, Interpreting data, Presenting research findings</td>
</tr>
<tr>
<td>Thinking</td>
<td>Acquisition of knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation and dialectical thought, Metacognition</td>
</tr>
</tbody>
</table>

Action - IB includes action as an essential element because we believe that education must extend beyond the intellectual to include thoughtful and appropriate action. An expectation is that inquiry and the learning process will naturally lead a student to initiate principled, responsible action. As stated by the International Baccalaureate Organization (IBO), “Effective action does not need to be grandiose. On the contrary, it begins at the most immediate and basic level: with the self; within the family; within the classroom, the hallways and on the playground. Effective action can be a demonstration of a sense of responsibility and respect for self, others and the environment” (Making the PYP Happen: A curricular framework for international education, p. 26). It must also be noted that our goal is to elicit authentic student action. Action that is truly student-initiated out of a sense of responsibility and respect mentioned above, than teacher guided.
SARAH MOUSNEY
AUTHOR OF PAW PRINTS BOOKS: BOOKS THAT SPARK CHILDREN’S IMAGINATION, LETTING THEM LAUGH AND WONDER AS THEY GET LOST IN THE PAGES.
VISITING AUTHORS SERIES
APRIL 2016
INTERNATIONAL MINDEDNESS AND THE IB LEARNER PROFILE

The ultimate aim of all IB schools is to create IB graduates who are internationally-minded. This is exemplified by a student who consistently exhibits all of the attributes of the IB learner profile. The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

The IB Learner Profile Attributes

INQUIRERS
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS
We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING
We show empathy, comparison and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED
We understand the importance of balancing different aspects of our lives – intellectual, physical and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.
A TYPICAL DAY FOR ELEMENTARY STUDENTS

Students follow a full timetable of study, spending the majority of their time with their homeroom teacher being instructed on core subjects, which include Language Arts, Mathematics, Science and Social Studies. Specialist teachers instruct students in the areas of Music, Visual Arts, Drama, Physical Social and Emotional Education, Modern Languages (Mandarin or Spanish), Educational Technology and Library. Our program is typical of American international schools around the world, allowing your child to easily transition should you relocate. We further offer opportunities for students to learn beyond the classroom through Academic Field Studies and Co-Curricular Activities programs.

SAMPLE TIMETABLE

<table>
<thead>
<tr>
<th>Block/Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:25 - 8:45</td>
<td>Advisory</td>
<td>Advisory</td>
<td>Advisory</td>
<td>Advisory</td>
<td>Advisory</td>
</tr>
<tr>
<td>8:45 – 9:05</td>
<td>PE</td>
<td>Read Aloud</td>
<td>Read Aloud</td>
<td></td>
<td>Assembly/PSE</td>
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<td>9:25 – 9:45</td>
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<td>9:45 – 10:05</td>
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<tr>
<td>10:05 - 10:25</td>
<td></td>
<td>Languages</td>
<td></td>
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<tr>
<td>10:25 - 10:45</td>
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<tr>
<td>10:45 – 11:05</td>
<td></td>
<td>Recess</td>
<td></td>
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</tr>
<tr>
<td>11:05 - 11:25</td>
<td>Readers' Workshop</td>
<td>Music</td>
<td>Readers' Workshop</td>
<td>Music</td>
<td>Math</td>
</tr>
<tr>
<td>11:25 - 11:45</td>
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<tr>
<td>11:45 – 12:05</td>
<td>Writers' Workshop</td>
<td>PE</td>
<td>*Writers' Workshop</td>
<td>Writers' Workshop</td>
<td>Readers' Workshop</td>
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<td>12:05 - 12:25</td>
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<tr>
<td>12:25 - 12:45</td>
<td>Word Study</td>
<td></td>
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<tr>
<td>12:45 - 1:05</td>
<td></td>
<td>Lunch</td>
<td></td>
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<tr>
<td>1:05 - 1:25</td>
<td></td>
<td>Play</td>
<td></td>
<td></td>
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<tr>
<td>1:25 - 1:45</td>
<td></td>
<td>UOI</td>
<td>Handwriting</td>
<td>UOI</td>
<td>UOI</td>
</tr>
<tr>
<td>1:45 - 2:05</td>
<td></td>
<td></td>
<td></td>
<td>UOI</td>
<td></td>
</tr>
<tr>
<td>2:05 - 2:25</td>
<td></td>
<td>UOI</td>
<td></td>
<td>UOI</td>
<td>Art</td>
</tr>
<tr>
<td>2:25 - 2:45</td>
<td></td>
<td></td>
<td></td>
<td>Writers' Workshop</td>
<td>Library</td>
</tr>
<tr>
<td>2:45 - 3:05</td>
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</tr>
</tbody>
</table>
CORE INSTRUCTIONAL PROGRAM

The transdisciplinary framework of the Stamford curriculum and the approaches to teaching and learning in PYP allow students to learn in ways that research indicates enrich their experiences. Students learn in the context of what is significant and relevant to them by asking questions and making connections to their previous knowledge, experiences, and their readiness and interest level.

At the core of our curriculum are the traditional subjects of Language Arts, Mathematics, Science and Social Studies. Woven within all of these subjects areas are explicit teaching and learning opportunities in Educational Technology (Ed-Tech), important library skills and knowledge, and the development of personal and social skills through our approach to Personal and Social Education (PSE), which is supported by the Second Steps Program.

These integrated elements of the curriculum are woven as well, into the specialized disciplines that are engaged in by all Stamford PYP students. These include daily foreign language instruction (Mandarin or Spanish), Visual and Performing Arts (Drama, Music and Visual Arts) and Physical and Health Education. Overall, this design ensures that students engage in a rigorous academic program that is connected and relevant, while including a wide array of disciplines, thus appealing to student interest and engagement.

LANGUAGE ARTS

Language is fundamental to learning and permeates our curriculum. By learning language as well as learning about and through language, students develop an appreciation of the richness of language and a love of literature. Our program arranges the essential student development into three main strands:

- **ORAL communication**
- **WRITTEN communication**
- **VISUAL communication**

These communication strands are organized into sub-strands, which include listening and speaking, reading and writing, and viewing and presenting - all of which are interactive elements of the program.

Literacy learning is supported by the AERO Standards in Language Arts, the Columbia Teachers’ College Writing and Reading Units of Study, a rich classroom literacy environment including classroom libraries, and an extensive collection of quality leveled libraries.
At Stamford, mathematics is viewed as a way of thinking and a language for exploration and understanding. To study mathematics is to inquire into this language and to learn to think in a way that is balanced. This balance includes the development of deep conceptual understanding, to know how and when to apply appropriate strategies and algorithms, and to be able to apply these skills and understandings to dynamic real-world problems.

Stamford’s mathematics standards identify the expectations considered essential in the subject. These expectations are based on the domains and practices in the AERO mathematics standards, a primary resource for Stamford’s mathematics instruction. They are:

**Domains**
- Numeracy (including counting, numbers in base ten and fractions)
- Operations and Algebraic Thinking
- Geometry
- Measurement and Data

**Mathematical Practices**
In addition to ensuring students have a deep and broad base of mathematical skills, students at Stamford are also deeply engaged in mathematical practices such as problem solving, reasoning, modeling and real-world application. This balance of skills and mathematical practices enable us to achieve rigor in mathematics that balances conceptual understanding, procedural fluency and application.

Teaching is supplemented by a wide range of materials and resources, including the core resource investigations. Our commitment to student progress in mathematics is evident in the time devoted to mathematics learning, in our enriched mathematics assessment tools, and by our project-based strand that emphasizes application and transfer of mathematics learning to real-world problems connected to Units of Inquiry.
SCIENCE AND SOCIAL STUDIES

Though math and literacy are taught as skills-based units of study, they are also integrated into Units of Inquiry (UOI), where math and literacy concepts can be authentically applied. Both science and social studies are fully integrated into the UOIs and are aligned with the applicable transdisciplinary themes. In science, in addition to focused study on the core strands of life, earth and physical sciences, students gain overall understanding of how scientists think and work within the scientific community. Our social studies curriculum allows students to gain an overall understanding of human commonality, diversity, and how multiple perspectives can be applied to the human condition.

<table>
<thead>
<tr>
<th>Transdisciplinary Themes</th>
<th>Kindergarten 2</th>
<th>Grade 1</th>
<th>Grade 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who We Are</td>
<td>We all play an important role in the communities we belong to.</td>
<td>Our choices make a difference to our mind and body.</td>
<td>Cultures and behavior connect people to one another.</td>
</tr>
<tr>
<td>Where We Are In Place and Time</td>
<td>Discoveries over time have changed the way we live and learn.</td>
<td>People change through life experiences.</td>
<td>Location, events and people shape a place over time.</td>
</tr>
<tr>
<td>How We Express Ourselves</td>
<td>Culture around the world is communicated in different ways.</td>
<td>Artists create to share a message.</td>
<td>Creativity is a powerful tool for extending people’s ability to think, create, and express themselves.</td>
</tr>
<tr>
<td>How We Organize Ourselves</td>
<td>People change materials to make products for a purpose.</td>
<td>Communities develop to meet their needs and wants.</td>
<td>Personal values and societal-influences can shift decisions.</td>
</tr>
<tr>
<td>How the World Works</td>
<td>All living things depend on their environment to thrive.</td>
<td>Observations help us understand and make predictions about the world around us.</td>
<td>Scientific investigation of matter builds an understanding of the world around us.</td>
</tr>
<tr>
<td>Sharing the Planet</td>
<td>We have a shared responsibility to protect our natural resources.</td>
<td>Solutions to problems can be found through cooperation.</td>
<td>Organisms with ideal adaptations thrive in an ecosystem.</td>
</tr>
</tbody>
</table>
## Our Program

### Central Ideas

<table>
<thead>
<tr>
<th>Transdisciplinary Themes</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who We Are</strong></td>
<td>Leadership can be exhibited in different settings and scopes.</td>
<td>We learn best when we understand how we learn.</td>
<td>Self-awareness can help us understand who we are.</td>
</tr>
<tr>
<td><strong>Where We Are In Place and Time</strong></td>
<td>Future generations build upon the cultural contributions of past civilizations.</td>
<td>Knowledge and resources contribute to innovation and advancement.</td>
<td>We can shape our future by understanding our past. (Exhibition)</td>
</tr>
<tr>
<td><strong>How We Express Ourselves</strong></td>
<td>Feelings and ideas about the world can be expressed and responded to in many ways.</td>
<td>People’s thoughts and actions can be influenced by messages.</td>
<td>Science and technology can influence creativity.</td>
</tr>
<tr>
<td><strong>How We Organize Ourselves</strong></td>
<td>The choices consumers make can influence the marketplace.</td>
<td>Human-made systems can promote or deny social justice.</td>
<td>Diversity can contribute to cultural identity.</td>
</tr>
<tr>
<td><strong>How the World Works</strong></td>
<td>Understanding the principles of forces and motion allows us to make sense of the world around us.</td>
<td>Understanding scientific processes has changed our world.</td>
<td>Many factors contribute to Earth’s constant change.</td>
</tr>
<tr>
<td><strong>Sharing the Planet</strong></td>
<td>Observations and data allow people to adapt to changes in weather and climate.</td>
<td>Geographical location determines our needs and available resources.</td>
<td>Balanced ecosystems depend on natural and human factors.</td>
</tr>
</tbody>
</table>
In Grade 5, all students take part in a culminating project known as the PYP Exhibition. During this unit, students reflect on and engage deeply with the major features of the program, including all five essential elements, while working on a personal inquiry they are passionate about. It also allows all students to exemplify the attributes of the IB learner profile that have been developed during their tenure in the PYP. This project is done as one of the six transdisciplinary UOIs during Grade 5 and is a celebration of our students’ learning before they move on to the Middle Years Programme (MYP).

“Students reflect on and engage deeply with the major features of the program.”
SPECIALIST TEACHING AREAS

MUSIC

In Kindergarten 2, students have two music blocks per week, one that follows the PYP and the second, which is the Early Years String Program. Students are introduced to basic notation using the Kodaly method. Students are assessed at a developmentally appropriate level on their ability to play instruments and understand musical concepts.

In Grades 1-3 students continue to build the foundation of theory and practical music through the PYP. Students play a variety of instruments and use their iPads to enhance their understanding of theory. In G1, they continue their notation studies using the Kodaly method and expand their instrumental skills to tuned percussion. In G2 and G3, students are exposed to a wider variety of instruments, elements of composition and improvisation, and musical genres. They also become more independent with playing and singing in parts.

The music program for Grades 4-5 combine the study of varied instrumental play, theoretical study and music history as students prepare for the transition to the MYP at the end of G5. Students learn to sing and play music of diverse styles and gain confidence to do so independently. They acquire a basic understanding of notation and use those skills to analyze a piece of music or a performance. Students are exposed to a variety of instruments.

“Elementary Students have the opportunity to gain more confidence in their musical growth by taking part in our Music Ensemble Program (MEP), taking Instrumental Music Program (IMP) lessons, and performing in Friday Lunchtime Concerts.”
DRAMA

The drama program offers students a variety of diverse opportunities to develop their skills both within the classroom and during co-curricular activities. Drama at Stamford focuses on the development of communication and social skills, while encouraging students to think creatively and expand their imaginations. Students are encouraged to become risk-takers and problem solvers, while immersing themselves in the creative process.

Elementary drama intertwines a mixture of skills-based lessons and teacher-led process drama, to create a variety of characters and situations through a series of role-play scenarios. Throughout the program, students create a variety of in-depth characters by changing their physicality, facial expressions, voice and persona. Students develop the ability to structure drama effectively by focusing on the key components of Freytag’s Pyramid and using the five W’s of who, what, where, when and why, to create clear, concise and meaningful dramas. Ultimately, the program allows our students to grow as individuals, convey empathy and respectfully express their thoughts, feelings and ideas.

“Role-play is utilized to develop emotional and physical expressiveness.”

VISUAL ARTS

Art in the PYP at Stamford is designed to foster creativity and self-discovery in order to develop students’ ability to relate the aesthetics and beauty through creating and responding to artwork.

The program aims to provide engagement in:

- Creative process
- Elements of art and design
- Visual arts in the community
- Exposure to other cultures and their traditions
- Opportunities for developing skills
- Inquiry, appreciation and reflection

In the creative process, students explore, develop and express their ideas using visual arts through a factual and conceptual understanding method. Visual arts in society looks at cultures and traditions around the world. Students appreciate artwork from a range of cultures and media to develop their understanding of the principles of art and design in the world around them.

Visual arts, as a discipline, includes the development of creative skills, verbal and nonverbal expression, awareness of the perspectives of others and aesthetic appreciation. At Stamford, visual arts enables students to communicate in powerful ways that go beyond their spoken language. Students can construct an understanding of their community, their environment, their own feelings and emotions. Students are assessed using various tools and strategies and are a part of the assessment process through self and peer assessments and reflections.
PHYSICAL, SOCIAL AND PERSONAL EDUCATION (PSPE)

PSPE at Stamford is centered around the development of the whole student. We focus on developing students’ well-being through units that challenge them physically, emotionally and socially. Our curriculum, through its diversity, promotes students’ understanding of how to maintain healthy and meaningful relationships with others, allows them to develop an understanding of who they are, and encourages participation and active lifestyles.

At Stamford, we have two distinct strands which make up the PSPE. They are Physical Education (PE) and Personal and Social Education (PSE).

Within Stamford, we see PE as more than just playing games and sports, but as a vehicle to develop and apply transdisciplinary skills that will ultimately allow students to make informed choices regarding their lifelong health and well-being.

We look to actively develop students well-being through three strands:
1. Identity
2. Active living and interactions
3. Specific activities that afford students the opportunity to learn about and through movement

Our units cover Movement to Music, Adventure Challenge, Games, Individual Pursuits and Health Related Fitness.

PSE identifies some of the central ideas considered significant in the PYP and our curriculum. It provides the models, processes and values for handling social and personal issues and ensuring health and well-being. PSE is included throughout the curriculum, wherever applicable, in addition to opportunities found in units of the POI.
**MANDARIN**

Lower Elementary students learn to communicate and interact in Mandarin Chinese in a natural and unrehearsed manner with their teachers and classmates. Opportunities are provided so that students may enhance the communication and social skills, which are essential in their daily lives.

For the PYP in Lower Elementary, Mandarin is partially integrated into the UOI, one unit per year for each grade.

Kindergarten 2 students study and express their ideas about the life cycle of a plant in Chinese.

Grade 1 students explore how neighborhoods meet the needs and wants of their citizens.

Grade 2 integrates the language into culture and how behavior connects people to one another.

Students should be able to express their ideas and understanding through a variety of work in both verbal and written ways by the end of the unit.

In Upper Elementary, children learn through inquiry, where the focus is on the functional usage of Mandarin Chinese for communication purposes in everyday situations with the curriculum designed to cover all of the basic skills, such as: listening, speaking, reading and writing. The ultimate aim of the program is to develop students’ interest in learning Mandarin, engage in conversation using this target language, develop appreciation of the Chinese culture, and build a basic knowledge for further study of a world language. Students enjoy learning by meaningful connection between the classroom and the world at large.

**SPANISH**

Learning a second language is an integral part of the PYP curriculum. Exposure to and experience with language, in all its richness and diversity, opens doors to key questions about life and learning, and encourages students to develop responsible attitudes and find appropriate ways to take action, in order to make a difference in the world.

PYP Spanish objectives:

“PYP Spanish fosters the development of risk-taking, open-minded, communicative thinkers.”
Positive Experience Learning a Second Language: Our focus is building future enthusiasm for lifelong language learning. Students who have early, positive experiences with a second language are more likely to continue this learning at the Secondary level and eventually reach proficiency.

Willingness to Communicate in Spanish: Language is learned best when it is used to communicate with others. Students are encouraged to take risks and use their Spanish in and out of the classroom.

Developing Oral and Written Expression: Students sequentially develop their skills in listening, speaking, reading and writing in Spanish. Students are exposed to a variety of Spanish voices in music, spoken and written word and learn about the cultures of different Spanish speaking countries.

Throughout the year we discuss how we can demonstrate the IB PYP Learner Profile and attitudes during Spanish and how these skills help us learn. Students are expected to demonstrate a positive attitude, cooperative learning skills and a willingness to experiment with a new language.

Students are assessed through direct observation of oral, aural and written work during all group activities and through individual, one-on-one oral, aural and written assessments of key vocabulary and structures.

ENGLISH/ MANDARIN BILINGUAL PROGRAM

At Stamford, we strive to provide a high quality bilingual education program that lead students into becoming bilingual, bi-literate and bi-cultural learners. We aim to inspire students to be responsible risk-takers, who seek to become citizens of the world and embrace other cultures with an open-mind and intercultural understanding.

Bilingual education provides students with the opportunity to access different places, people and cultures, while making them competitive and marketable citizens of the world.

Through our English/Mandarin Bilingual Program, students acquire the necessary skills to develop and use Cognitive Academic Language through the consistent use of the target language in specific content areas.

The English/Mandarin Bilingual Program is aligned with the IB PYP. The curriculum is the same as what is taught in the monolingual classes. The only difference between the classes is the language in which the content is taught. The program divides the learning time between Mandarin and English.

Mandarin classroom instruction includes:
Morning Advisory | 50% Math | A minimum of 40% of all Units of Inquiry

English classroom instruction includes:
English Language Arts | Specialist Classes | Up to 60% Units of Inquiry

Additionally, bilingual students, like other Stamford students, also participate in a daily Foreign Language Block by attending Mandarin class with a highly-qualified language teacher.
KATIE VAN CAMP
AUTHOR OF HARRY AND HORSIE AND COOKIEBOT!, CRITICALLY-ACCLAIMED BOOKS ABOUT THE POWER OF FRIENDSHIP AND THE ENDLESS POSSIBILITY OF THE IMAGINATION
VISITING AUTHORS SERIES
MARCH 2016
ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Stamford welcomes students for whom English is not their primary language. Our mission is to advance the academic language development and academic achievement of English language learners, so that these students can successfully access the school curriculum in English. Students will be able to experience positive achievement across the subject areas.

Our objective is to develop the EAL student’s communicative competence in English to a level that will allow the student to function on a peer group level academically, socially and culturally. We strive to provide each EAL student with appropriate services based upon our program guidelines.

Our focus is to build academic and language proficiency in the four language domains, listening, speaking, reading and writing.

In order to support students in their language learning, English language assessments are given upon entry. This assessment helps us to determine the needs of each EAL student. Students are then reassessed in the Fall and in the Spring in order to monitor their English language progress.

In our Sheltered EAL program, students are all beginning English language learners. The instruction in this program is heavily focused on language acquisition as well as content. This program uses specialized curriculum as a supplement to Stamford’s IB core curriculum. Students have a daily English lesson with EAL teachers instead of a lesson in Mandarin or Spanish.

Students exit the program and move into the mainstream when they show evidence that they are approaching grade level academic understanding.

Mainstream EAL support is given by EAL teachers in collaboration with homeroom teachers. Throughout the week, EAL teachers come into homeroom classes to work with EAL students. EAL and homeroom teachers create an individual learning plan for each EAL student, which
is regularly reviewed and revised based on the needs of the students. EAL teachers focus on the language objectives of a lesson, while the homeroom teachers focus on the learning objectives.

Students exit the program when they show evidence that they can independently access the curriculum at the appropriate grade level.

EDUCATIONAL TECHNOLOGY INTEGRATION

Educational Technology (Ed-Tech) at Stamford focuses on reimagining the experience of education, drawing on the power of today’s technology to improve student engagement and learning.

The integration of technology across all curriculum areas provides opportunities for students to investigate, create, communicate, collaborate and organize, while remaining responsible for their own learning and actions.

In turn, students achieve a deeper understanding of its relevance and applicability to their everyday lives. Student learning and engagement is also enhanced by digitally connecting with peers and experts beyond the walls of the classroom, from every corner of the globe.

Through the use of technology, students develop their own learning styles, pace and preferences and apply strategies for critical and creative thinking, engage in inquiry, make connections and apply new understandings and skills in different contexts. Throughout the curriculum, teachers model and develop students understanding of global citizenship, linked to the IB learner profile and the International Society for Technology in Education (ISTE) and American Education Reaches Out standards in both the physical and digital space.
Promethean interactive white boards and iPads are among the many technology tools used for teaching and learning across all areas of the curriculum in order to support the POI in the classroom. They are used to assist the effective access, storage, retrieval, organization and presentation of information, and enhance critical thinking and problem solving skills. Teachers incorporate the use of technology into all areas of classroom programs as appropriate. All students from Kindergarten 2 to Grade 5 have 1-to-1 access to iPads in their classrooms. A range of printers, digital and video cameras, virtual reality kits, robotics, coding tools and other equipment is provided for use by the students. Students develop presentations, podcasts, videos, infographics and mind maps, among other presentation skills. The use of technology enhances and invigorates the inquiry-based PYP.

LIBRARY, RESOURCE, MEDIA CENTER (LRMC)

The focuses of Stamford’s Libraries (LRMC) are to support the curriculum, to promote wide-ranging literacy skills and to develop in students a love of literature. It is important for students to develop a strong foundation of traditional literacy, as well as, to layer on that foundation the emerging skills of the 21st century. Our students learn to harness the power of technology and successfully integrate the use of a variety of tools and skills to enhance the breadth and depth of their understanding. Our goals are to help students:

- Become effective, ethical and discriminating users of the vast amount of information available
- Foster a love of reading
- Use libraries for lifelong learning
EXCURSIONS AND ACADEMIC FIELD STUDIES

Throughout their Stamford Elementary education, students take part in numerous learning experiences that take them both physically and virtually outside the school walls. For example, on any given day, guest speakers, such as a world-renowned author or an experienced geologist may be found onsite working with students. Students may also have the opportunity to engage with experts virtually, such as a T.V. meteorologist, or even an astronaut!

Not only do students reach for the sky and the stars in school, but they also explore Singapore on excursions that enable them to connect their learning to what’s happening locally. This may range from visiting a local farm to learn more about how the food we eat ends up on our tables, to sitting along the waterfront and imagining what Singapore was like when much of the area they are sitting on was still under water. The goal of having students understand that what they are learning in school is deeply connected to people, places and communities outside of school is enriched by the wide array of excursions that consistently take place in Stamford’s Elementary program.

Upper Elementary Academic Field Studies for students Grades 3 to 5 are unique learning opportunities focused outside the school environment. Varying from one to four nights, depending on grade level, and in locations both inside and outside of Singapore, these opportunities focus on developing cultural and environmental awareness, as well as, physical and social skills. While being connected to content across the PYP’s POI, the Academic Field Studies experience contributes significantly to students discovering more about themselves and their relationships with their fellow students. It also helps students develop a closer and more supportive community, as students and staff learn together. Academic Field Studies are viewed as an integral and necessary part in the delivery of a balanced curriculum. Time spent away from home on grade-level expeditions contribute to building the values and behaviors expected of our students in their quest to become internationally-minded global citizens.

A few of the key learning outcomes from Academic Field Studies at all Upper Elementary grade levels are:

- Continue students’ commitment to lifelong learning
- Promote cooperation amongst peers
- Build relationships between students and between teachers and students
- Develop a healthy sense of independence
- Develop teamwork skills
- Foster cross-cultural awareness and respect
ROBERTO CARLOS
REAL MADRID FOOTBALL LEGEND
TRAINING CLINICS WITH STAMFORD SOCCER TEAMS
FEBRUARY 2017
AFTER SCHOOL AND CO-CURRICULAR ACTIVITIES

Stamford’s Co-Curricular Activities (CCA) program aims to provide after-school activities to further enrich and supplement the education experience at Stamford for our students. We offer a huge range of exciting choices for Elementary CCAs and Secondary Clubs. We have put every effort into building a solid program, which is both fun and rewarding. Activities include sports, crafts, language, technology and performing arts among others and vary by semester. Activities have included: Cooking Class, Flag Football, Spanish Club, Taekwondo, Tai Chi, Soccer, Chinese Culture, Movie Making and Quilting.

In addition, Stamford has robust athletics, theater and music programs that students can participate in outside of their regular school hours. Tryouts and auditions are held throughout the school year.

Athletics
Stamford’s Athletic program commits to sport for all while developing student athletes to reach their full potential. The competitive and recreational sports program supports Stamford’s core values of growth, community, integrity and caring by fostering the development of character, lifetime wellness skills, teamwork, sportsmanship, integrity, and a sense of fairness and respect. Stamford aims to offer appropriate pathways for sporting development from Kindergarten to Grade 12 in a wide range of individual and team sports. Team sports offered include soccer, basketball, swimming, tennis, rugby, touch rugby, volleyball, cross country, track and field, badminton, gymnastics, softball and golf.

Theater
Stamford Theater performances take place in our Black Box Drama Studio and on the big Reagan Theater stage. Students as young as Kindergarten 2 have the opportunity to audition for a stage production. Theater productions are age-appropriate, providing our younger actors a taster of what it feels to perform in front of an audience and our older ones a chance to hone their acting, singing, dancing and stage production skills.

Music
The Music Ensemble Program allows our students the opportunity to practice playing their music in groups. Recorder, percussion, strings, woodwind, choir and symphony orchestra are just a few of the ensembles in which our students can get involved. Music ensemble concerts take place at the end of each semester, allowing our students the opportunity to gain valuable performance experience and to show off their hard work.

INNOVATION CENTER

The Innovation Center at Stamford is established to provide individuals an opportunity to explore, discover and create, nourishing their own passions and interest to achieve more than they believe they can.

With a focus on developing and broadening individuals’ skill-sets, mindsets and attitudes towards their own work and their learning, the Innovation Center supports the students, classrooms, and the greater Stamford Community. Through presenting unique and engaging methods, activities and challenges, the Innovation Center strives to create connections between individuals and their work and learning, to their community, to one another and to society. Through these connections, individuals discover and deepen their passions and interests, develop unique ways to apply them and embrace innovative attitudes and practices.
ASSESSMENT

At Stamford, we believe that ongoing assessment is central to the teaching and learning processes. Using multiple methods of assessment, including student self-assessment and reflection, allows us to consistently promote student learning by thoughtfully and effectively guiding students toward personal ownership in the five essential elements of learning in the PYP:

- Understanding of concepts
- Acquisition of knowledge
- Mastering of skills
- Development of attitudes
- Decision to take action

Both students and teachers are actively engaged in assessing and reflecting on student progress as part of the development of their wider critical thinking and learning skills. Effective assessment allows all stakeholders to participate in the learning process.

Effective assessment allows students to:
- Share their learning and understanding with others in a variety of ways
- Demonstrate a range of knowledge, understanding and skills
- Own their own learning through self-analysis, reflection and goal-setting
- Transfer and apply their learning in new and real-world contexts

Effective assessment allows teachers to:
- Make informed decisions at different points in the teaching and learning process
- Develop and model shared criteria for producing a quality performance or product
- Provide descriptive feedback to students to focus and support further learning
- Gather evidence from which evaluations can be made
- Collaboratively review and reflect on student performance and progress
- Effectively report on student growth
Effective assessment allows parents to:

- See and reflect on evidence of student learning and development
- Develop an understanding of student progress based on multiple sources of evidence
- Support and celebrate student learning from home

Ongoing assessment occurs daily in a variety of ways. In the PYP, multiple assessment methods enable all students to show their growing knowledge, understanding and skills in ways most suited to them. Some of the common assessment methods include observation, performance, project-based, process assessment, selected response, open-ended tasks and, of course portfolios. In assessment, we seek to consistently assess process, progress and products in order to provide learning-focused feedback and develop a well-rounded picture of students’ strengths and areas for growth.

**Standardized Testing**

**NWEA Measurement of Academic Progress (MAP)**

External testing provides a benchmark for student progress and allows Stamford to monitor the achievement of individual students and also the value of the written curriculum. Stamford administers the adaptive NWEA Measures of Academic Progress (MAP) standardized testing, which is aligned with the American Education Reaches Out (AERO) standards. Testing takes place in the Fall and in the Spring, and progress of students as individuals and by grade levels are measured and used to support our highly differentiated approach.

**STAMP Assessment for Spanish**

The STAndards-based Measurement of Proficiency (STAMP) Assessment engages students with real-world content that is consistent to the topics commonly taught at each level of instruction. STAMP’s adaptive test design adjusts to a student’s level so that they are challenged, but not overwhelmed. Students are assessed once a year allowing us to mark their progress in Spanish or Mandarin.
Elementary school students receive report cards at the end of each quarter. The first and third quarter reports are interim summary reports. The semester reports at the end of the second and fourth quarters provide a detailed summary of the students’ achievement with teachers’ comments. These report cards are shared with parents online via myStamford.

Formal Parent Teacher (Student) Conferences are arranged on non-school days during the year to allow a discussion in further detail of the progress that each child is making. Parents can expect to be invited to meet their respective teachers or may request a meeting at their discretion. The outcome of these meetings allow all parties to achieve a better understanding of the student and to identify measures that can be taken to support the student’s progress.

Parents are also welcome to request a meeting any time during the course of the school year.

Back to School Nights (BTSN) take place at the beginning of each semester and allow the teacher to report the program of study. This is a time to review the program that students are studying, not an opportunity to discuss individual progress.

Students build electronic portfolios throughout the year, which allow for a reflection on the progress that has taken place. The progress is linked to standards and the portfolios are designed to reflect this.

Starting in Kindergarten 2, students share and reflect on their work throughout the year, using Seesaw, a student-driven portfolio tool that empowers learners to independently document what they are learning at school. Seesaw allows families of students to follow the progress that has taken place within Stamford. This gives both students and families the opportunity to reflect on the knowledge, skills and understandings students are gaining throughout the year. It also highlights students’ growth within the framework of the PYP.
**ADDITIONAL INFORMATION**

**FEE PROTECTION**

In compliance with the regulations under the Private Education Act 2009, all students’ fees must be insured under the Fee Protection Scheme (FPS). All Stamford students are covered by way of Insurance Protection as stipulated by the Council for Private Education. The Fee Protection Scheme serves to protect the course fees that are paid to Private Education Institutes in Singapore. Fees are only considered protected once they are paid to Stamford. Stamford then activates the insurance policy with the appointed provider. The provider will then issue a certificate to the family indicating the amount covered and the period of coverage. Stamford has appointed LONPAC Insurance Bhd to be the FPS provider for our students.

**MEDICAL INSURANCE**

Stamford American International School Ltd Pte has a medical insurance scheme in place for all students. The student’s parent/guardian is encouraged to seek advice on whether more comprehensive insurance cover is required or desired.

This scheme provides a basic annual coverage limit of up to $20,000 per student per year in B1 ward in government and restructured hospitals and up to overall maximum limit per policy year, with 24 hours coverage in Singapore and overseas (if the student is involved in the school-related activities) throughout the course duration as required by the Council for Private Education (CPE) under the EduTrust certification scheme. Stamford has appointed Sime Darby Insurance Brokers (Singapore) Pte Ltd. as the medical insurance provider for our students.

**Refund Policy and Procedure**

**Non-Refundable Application Fee**

The Application Fee is strictly non-refundable and non-transferable except in the following circumstances:

1) Stamford is unable to offer a place to a student applicant due to denial of student pass or failure to obtain approval by the relevant Singapore authorities

2) Stamford is unable to offer a place to a student applicant due to waitlist at Stamford and the student elects not to be placed on the waitlist

3) Student applicant does not meet the eligibility criteria for enrolment at Stamford

4) Stamford is unable to offer a place to a student applicant due to sibling priority policy as published by Stamford

The Application Fee will be refunded in full in the event a Student application cannot be accepted at Stamford for the reasons set out in 1) to 4) as determined by Stamford in its sole discretion.

**Non-Refundable Facility Fee**

The Facility Fee is payable in full at the time of acceptance in order to secure a place. If payment is not received within 7 calendar days of receipt of the school’s invoice, priority will be given to other applicants. The Facility Fee is a one-time administrative fee that is non-refundable. The full amount applies regardless of enrolment date.
Refund Policy

2.1 Refund for Withdrawal Due to Non-Delivery of Course:
The PEI will notify the Student within three (3) working days upon knowledge of any of the following:
(i) It does not commence the Course on the Course Commencement Date
(ii) It terminates the Course before the Course Commencement Date
(iii) It does not complete the Course by the Course Completion Date
(iv) It terminates the Course before the Course Completion Date
(v) It has not ensured that the Student meets the course entry or matriculation requirement as set by the organization stated in Schedule A of the PEI Student Contract within any stipulated timeline set by CPE or
(vi) The Student’s Pass application is rejected by Immigration and Checkpoints Authority (ICA)
(vii) In relation to Singapore citizens, approval has not been received from Ministry of Education (MOE).

The Student should be informed in writing of alternative study arrangements (if any), and also be entitled to a refund of the entire Course Fees and Miscellaneous Fees already paid should the Student decide to withdraw, within seven (7) working days of the above notice.

2.2 Refund for Withdrawal Due to Other Reasons:
If the Student withdraws from the Course for any reason other than those stated in Clause 2.1, the PEI will, within seven (7) working days of receiving the Student’s written notice of withdrawal, refund to the Student an amount based on the table in Schedule D of the PEI Student Contract.

2.3 Refund During Cooling-Off Period:
The Private Education Institute (PEI) will provide the Student with a cooling-off period of seven (7) working days after the date that the Contract has been signed by both parties and Notwithstanding Schedule D of the PEI Student Contract, the Student will be refunded all fees already paid if the Student submits a written notice of withdrawal to the PEI within the cooling-off period, regardless of whether the Student has started the course or not.

Third Party Mediation:
In the event that the Student and the PEI are unable to resolve a dispute in accordance with the grievance procedure referred to in Clause 5.2, the Student and the PEI may refer the dispute to the Singapore Mediation Centre (SMC) or Singapore Institute of Arbitrators (SI Arb) through the CPE Student Services Centre for mediation prior to instituting any legal action. The Student and the PEI hereby agree to such procedures and to pay such fees as the Singapore Mediation Centre (SMC) or Singapore Institute of Arbitrators (SI Arb) may prescribe from time to time for the purpose of resolving their dispute.

Response Time for Feedback/Complaints
The PEI shall respond to any feedback or complaint, received in writing, within 30 days of the date of such feedback/complaint.