

ISZL PRIMARY YEARS PROGRAMME



OUR GUIDING PRINCIPLES

MISSION

WE ARE A COMMUNITY OF LEARNERS
determined to make the world, or our corner of it,
A BETTER, KINDER PLACE.

*We reflect our values in everything we do
so that we make the most of*
OPPORTUNITIES AND CHALLENGES
in a spirit of enthusiastic inquiry.

VISION

We help every student turn their learning
INTO ACTION, CREATING THE OPPORTUNITY
to stretch themselves further
and achieve more than they believe possible.



These ensure that our students' experiences, from Primary School to High School, are intentionally designed so everyone has the opportunity to stretch and succeed. From Early Years 1 through to Grade 5, ISZL uses the International Baccalaureate Primary Years Programme (PYP) to design and facilitate powerful learning.

The PYP is a comprehensive, inquiry-based approach to teaching and learning, encouraging teachers to integrate its learning principles so students build a depth of understanding of all subjects and grow into independent, lifelong learners.

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HELPFUL LINKS AND FURTHER INFORMATION FOR THIS GUIDE

This guide offers an introduction to learning in ISZL's Primary School. The QR codes below provide additional detail and helpful context for families who would like to explore further.

*Tip: Open the camera on your smartphone and point it at the QR code.
A link will appear on your screen – simply tap it to open the webpage.*



ISZL'S SCOPE AND SEQUENCE

Outlines how learning develops across each subject area, showing the progression of knowledge and skills over time.



ISZL'S PROGRAMME OF INQUIRY

Provides an overview of the transdisciplinary Units of Inquiry taught across the Primary School.



PYP RESOURCES FOR FAMILIES

Explore the PYP Playlist for short videos and resources that further explain how the programme works and supports student learning.



LEARN MORE ABOUT ISZL PRIMARY SCHOOL

Visit our Primary School webpage for further information about our curriculum, community, and daily life at ISZL.



ACCESS THE DIGITAL GUIDE

Access the online version of this guide for convenient viewing on your phone or tablet.



WELCOME FROM THE PRINCIPAL

Grüezi mitenand and welcome to our Primary School families!

Whether you are joining us for the first time or returning for another year, we are so pleased you are here. Choosing a school is a significant decision and we are honoured that you have entrusted us with your child's Primary years — a time filled with growth, discovery and possibility.

Children are naturally inquisitive. In our Primary School, we harness that curiosity and stretch it, helping them develop confidence, creativity and compassion. Our approach is designed to nurture the whole child — academically, socially, emotionally and physically — because thriving learners are balanced learners.

At the heart of our programme is the International Baccalaureate Primary Years Programme (PYP), a world-class framework focused on inquiry, agency and meaningful learning. It challenges children to ask bold questions, explore real-world issues, collaborate with others and reflect on their growth. Through concept-driven learning and authentic connections, students build the skills and dispositions that prepare them for lifelong learning.

You will see this approach come alive in classrooms where students debate ideas, design solutions, conduct investigations, create, build, write, perform, and reflect. You will hear rich conversations and thoughtful questions, alongside connecting with teachers who know your children well, and who challenge them, champion them and believe in their potential even on the days they doubt themselves.

Our ISZL vision calls on students to stretch themselves further and achieve more than they believe possible. That stretch happens in a safe environment where risk-taking is encouraged, mistakes are seen as part of learning, and effort is celebrated. High expectations and high support go hand in hand here.

Choosing a school is one of the most important decisions a family can make and education is strongest when school and home work together. As a community of learners committed to making the world — or our corner of it — a better, kinder place, we thank you for choosing ISZL Primary School and we look forward to partnering with you to support your child's growth.

WITH WARM WISHES

MEL BLAND

Primary School Principal

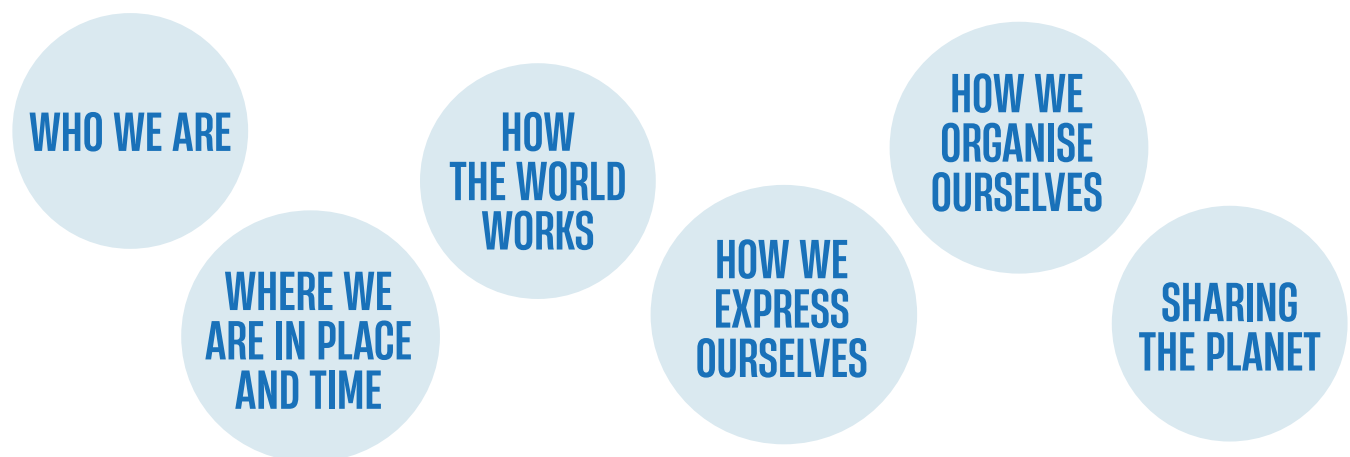


HOW LEARNING HAPPENS IN THE PYP

In the Primary Years Programme (PYP), learning is driven by inquiry and is largely transdisciplinary. This means that students explore ideas across subject areas and make connections between language, mathematics, social studies, science, and the world around them.

Through inquiry, students are encouraged to follow their curiosity, ask meaningful questions, and reflect on what they discover. Teachers guide and support this process, helping students develop important skills such as critical thinking, research, communication, and independence. By making connections between classroom learning and the wider world, this approach supports the development of confident, caring, and globally minded young people.

Transdisciplinary learning in the PYP is organised around six overarching themes, known as Units of Inquiry:



Through these themes, students explore concepts and develop skills in meaningful and connected ways.

Alongside learning within the Units of Inquiry, students also work with specialist teachers in German, Visual Arts, Performing Arts, Physical Education and Swimming. These subjects sometimes connect directly to the Units of Inquiry and at other times are taught as focused, subject-specific lessons. Students visit the library regularly to strengthen reading and research skills. In the Early Years, specialist teachers often join children during free-flow learning sessions. From Kindergarten to Grade 5, students attend specialist lessons in dedicated learning spaces, supporting growing independence and subject knowledge.

YOUR CHILD'S SCHOOL DAY

**One of the questions we are most often asked by visiting families is: What does a typical day look like at ISZL?
Here is an overview of what a week includes in our Primary School.**

A TYPICAL PYP SCHOOL DAY

The school day begins at 08:45, often with a morning meeting that supports social and emotional learning, builds community, and prepares students for the day ahead. Students have a snack break in their classroom, followed by opportunities for outdoor play and outdoor learning.

Lunch is eaten together with their homeroom class, with additional playtime before or after eating. The school day ends at 15:30. From 15:30–16:40, students may choose to participate in a range of after-school clubs and sports teams, extending learning, and interests beyond the school day. This balanced structure balances academic learning, wellbeing, and the development of Approaches to Learning across the PYP.

German (see page 25)

German learning begins in Early Years 1, with formal lessons from Kindergarten to Grade 5.

Swimming

Students from Kindergarten to Grade 5 attend swimming lessons at Baar Lättich pool. Lessons are grouped by ability, and for many students, swimming is a highlight of the week.

Outdoor Learning (see page 32)

Learning outdoors, in all seasons, is an important part of Primary School life. Students explore the natural areas around campus, learn balance and coordination through outdoor equipment, and use outdoor spaces for creative play, performances, and inquiry.

Forest Visits

We offer students opportunities to explore, investigate and discover more about their natural surroundings through regular visits to local forests. These extended visits provide opportunities for physical activity, curiosity, managed risk, and hands-on learning in a safe and structured environment.

Field Trips

Field trips are a purposeful part of learning in the PYP. Experiences beyond the classroom are carefully planned to deepen understanding and support inquiry.

From Grade 3, students take part in Personal Development Weeks, which include overnight stays – beginning at ISZL’s Chalet Bergheim and later in locations such as Verbier and Kandersteg. These experiences support students’ social skills, independence, and self-management. Chalet Bergheim is also used for curriculum and music retreats, allowing students to immerse themselves in focused learning experiences.

Throughout the year, students visit local museums, exhibitions, historical sites such as Augusta Raurica, and animal parks. In German lessons, these trips also provide authentic opportunities to practise spoken language. All field trips support inquiry, reflection, and the development of Approaches to Learning (page 17) and the IB Learner Profile (page 18). In the PYP, learning extends outside the classroom and becomes more meaningful through experience.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
08.30-09.00	Morning class meeting				
09.00-11.00	Arts & Music	German	Physical Education	Library visit	
11.00-12.00	Outdoor Learning				
12.00-13.00	Lunch			Mittagstisch (German)	
13.00-14.30		Guided Play	German	Guided Play	
14.30-15.00	Outdoor Learning				
08.30-09.00					GRADES 2-4
09.00-10.00				Grade 3 German	
10.00-10.30					
10.30-12.00	Grade 3 German		Lunch		
12.00-12.30	Lunch		Swimming	Lunch	
12.30-13.00	Outdoor Learning			Outdoor Learning	
13.00-14.00					
14.00-14.30				PE	
14.30-15.30		Music	Library		Assembly
08.30-09.00	GRADE 5				
09.00-10.30			German		Instruments
10.30-11.00		Outdoor Play			
11.00-12.30		Library		Instruments	
12.30-13.00	Lunch				
13.00-14.00	German	PE		German	Swimming 13.30-14.45
14.00-14.30	Outdoor Play				
14.30-15.30		German		Visual Arts	

WHERE DO WE FIND THE TRADITIONAL SUBJECT AREAS IN THE TRANSDISCIPLINARY UNITS?

BELOW ARE SOME EXAMPLES



SUPPORTING PROGRESS FOR EVERY LEARNER

"Learning is a developmental process... the learner does not always progress through age-related stages in a strictly linear fashion."

Making the PYP Happen, IB, 2009

One of the strengths — and challenges — of an international school is that students arrive with a wide range of prior learning experiences. Children of the same age may have followed very different learning pathways before joining ISZL.

Take two students in Grade 3. Henry, who is British, began learning to read through phonics at an early age. By four, he was reading independently and now enjoys chapter books. Ebba, who has recently joined ISZL from Sweden, began formal reading instruction later, with preparation in preschool and reading introduced at around age seven. She is currently reading simple books in Swedish, and, like many children who start later, is expected to make rapid progress.

Our role at ISZL is to ensure that both Henry and Ebba, and all students with varied learning experiences across subjects, are supported to make strong progress and reach their full potential. We do not teach to a single "middle point" of ability. Instead, we meet students where they are and help them move forward with confidence. Over time, it is common to see students with very different starting points engaging with similar texts and learning experiences.

This approach is grounded in our school vision:

We help every student turn their learning into action, creating the opportunity to stretch themselves further and achieve more than they believe possible.

Stretching further looks different for every learner. Differentiation is central to teaching and learning at ISZL, and classrooms reflect this every day. Students may be working towards different outcomes, often in flexible groups shaped by ongoing assessment. These assessments help teachers understand each student's strengths, prior knowledge, and next steps, allowing learning to be carefully tailored so that every child is both supported and appropriately challenged.



HOW WE ASSESS AND REPORT LEARNING

ASSESSING LEARNING

In the PYP, assessment is an ongoing process that supports each child's learning journey. Assessment helps teachers tailor learning experiences to meet individual needs and encourages students to take an active role in evaluating their own growth.

HOLISTIC ASSESSMENT

Our teachers continuously assess what your child knows, understands, can do, and values across various aspects of their learning. This includes their grasp of concepts, acquisition of knowledge, mastery of skills, development of positive attitudes, and their ability to take responsible action.

CONTINUOUS FEEDBACK

Learning is viewed as an ongoing process. Teachers use a wide range of assessment strategies to gather information and provide timely feedback to your child. This feedback helps to inform and plan the next steps in their learning, ensuring their individual educational needs are met.

REPORTING ON LEARNING

DEVELOPMENTAL PROGRESS

Instead of assigning grades, our reporting aims to show your child's progress and growth in their inquiry-based, concept-driven transdisciplinary learning. We focus on identifying strengths, areas for growth, and mapping out the next steps in their unique learning journey.

THE PYP EXHIBITION (PYPX)

This is a significant culminating project for Grade 5 students, where they conduct an in-depth, collaborative inquiry into real-life issues. It's a wonderful opportunity for them to showcase all the skills and attributes they've developed throughout the PYP, demonstrating their learning to the wider school community.

PORTFOLIOS

Portfolios offer a meaningful way for students, teachers, and families to see learning in action. They capture each student's

growth, achievements, and reflections over time, celebrating both the process and outcomes of learning. Students take ownership by selecting and reflecting on their work, showing progress and pride in their learning journey.

GROWTH AND GOALS CONFERENCES

Growth and Goals Conferences strengthen the partnership between home and school by focusing on each child’s learning, progress, and future goals.

STUDENT-LED CONFERENCES

Student-Led Conferences give students the opportunity to take the lead in sharing their learning journey with their families. They reflect on their achievements, challenges, and goals while presenting selected work from across the curriculum, fostering pride, ownership, and meaningful reflection on their progress.

PROGRESS REPORTS

Reports provide a clear summary of each student’s learning and growth across the year. It highlights progress in knowledge, skills, and understanding, giving families an overview of their child’s achievements.

To provide clarity to which degree a student has progressed towards a learning outcome or “I can” statement, teachers use the ISZL achievement levels and descriptors below:

- **E – Extending**
Learners consistently demonstrate a thorough and deep understanding of grade-level concepts, knowledge, and skills. They apply, transfer, and connect their learning to familiar and unfamiliar situations, and take the initiative to extend their own learning.
- **M – Meeting**
Learners consistently demonstrate their understanding of grade-level concepts, knowledge, and skills. They apply and transfer learning to familiar situations, independently employ different strategies, and require only occasional support.
- **D – Developing**
Learners demonstrate a developing understanding of grade-level concepts, knowledge, and skills. They are beginning to apply their learning to familiar situations and require additional support and scaffolding to complete some tasks.
- **B – Beginning**
Learners are not yet demonstrating or applying grade-level concepts, knowledge, and skills. They require significant support and guidance to complete tasks.
- **NA – Not Assessed**
Learners have not been assessed in this area.



APPROACHES TO LEARNING (ATL) SKILLS

In the Primary Years Programme (PYP), students develop a broad range of Approaches to Learning (ATL) skills that support them as independent and confident learners. These skills are taught and practised across all subject areas, reflecting the transdisciplinary nature of the PYP curriculum.

ATL skills are intentionally chosen and developed within each Unit of Inquiry, depending on the concepts and learning goals being explored. This helps students not only build knowledge, but also understand how they learn, so they can apply their skills in meaningful, real-world contexts.

- **COMMUNICATION SKILLS**

Students develop their ability to listen, speak, read and write. In addition, they construct and interpret visuals and multimedia using appropriate technology.

- **SELF-MANAGEMENT SKILLS**

Students work on time management, organisation, safety, good behaviour, informed choices, and a healthy lifestyle.

- **RESEARCH SKILLS**

Students learn how to formulate questions; collect, organise and interpret data; and present research findings.

- **THINKING SKILLS**

Through the inquiry method, students learn to apply, analyse, synthesise, and evaluate the knowledge they have acquired.

- **SOCIAL SKILLS**

Students learn how to work cooperatively in a group, resolve conflicts, listen to others, complete tasks, and recognise other people's viewpoints.

IB LEARNER PROFILE

As International Baccalaureate (IB) learners, we strive to be:

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 analyse 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, compassion 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 challenge and change.

BALANCED

We understand the importance of balancing different aspects of our lives - intellectual, physical, and emotional - to achieve wellbeing for ourselves and others. We recognise 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.



LITERACY

'Language is the major connecting element across the curriculum. Therefore, the focus is not only on language for its own sake, but also on its application across the subjects and throughout the transdisciplinary programme of inquiry. It also facilitates connections with the wider community and provides a vehicle for inquiry.'

IB, Language Scope and Sequence, 2018

Wherever possible, language and literacy are taught through meaningful, real-life contexts within the transdisciplinary Programme of Inquiry. This helps students see language as a tool for understanding the world, not just a subject in itself. At ISZL, we take a balanced approach to language learning, with rich experiences both within and beyond the Programme of Inquiry.

Students learn language, learn about language, and learn through language. This includes developing skills in:

- **SPEAKING AND LISTENING**
 - **VIEWING AND PRESENTING**
 - **READING AND WRITING**
-

Teachers use a range of strategies to model, guide, and support students at each stage of their learning. As students learn through language, they use it every day to make connections, share ideas, and reflect on their thinking. They also deepen their understanding about language by exploring how it works — its purpose, structure, and conventions — helping them become thoughtful communicators across different contexts and cultures. To learn more about how learning develops across Literacy, scan the Scope and Sequence QR code on page 5.





MATHEMATICS

'Learners acquire mathematical understanding by constructing their own meaning through ever-increasing levels of abstraction, starting with exploring their own personal experiences, understandings and knowledge.'

In the Early Years, 'play and exploration have a vital role in the learning and applications of mathematical knowledge. Teachers provide a variety of areas and resources to allow students to encounter situations that will introduce and develop mathematical skills'

IB, Mathematics Scope and Sequence, 2018

Being numerate means having the confidence to use numbers in a wide range of situations, both at school and in everyday life. Numerate learners understand how numbers work and can draw on a variety of strategies to solve problems with flexibility and confidence. At ISZL, we believe that every student can engage meaningfully with mathematics and achieve at a high level.

In Primary School, students develop a strong understanding of the number system through a balance of mental calculation strategies and written methods. This approach helps children see mathematics as something they can think through, rather than something to memorise. When faced with a calculation, students are encouraged to ask themselves, "Can I work this out in my head?" Mental calculation becomes a natural first step, with students then recording, explaining, and comparing their thinking.

Our mathematics strategy starts with the belief that students should have a deep understanding of numbers, and should be able to see why mathematical problems work the way they do. Lessons focus on reasoning, patterns, and relationships, helping students make sense of the logic behind mathematical ideas.

By exploring different ways to reach the same answer, students learn that there is more than one effective strategy. Teachers support children in finding approaches that make sense to them, building confidence, flexibility, and a positive relationship with mathematics that will support their learning beyond Primary School.

OPPOSITE ARE SOME EXAMPLES

To learn more about how learning develops across Mathematics, scan the Scope and Sequence QR code on page 5. For greater detail on calculation, please refer to A Whole School Approach to Calculation.

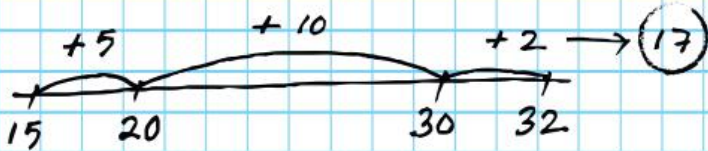
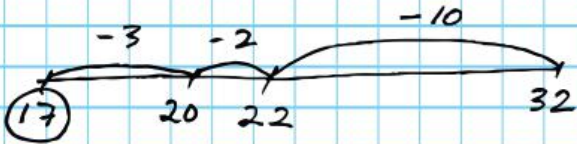
PARTITIONING

$$\begin{aligned} 24 \times 6 &= (20 \times 6) + (4 \times 6) \\ &= 120 + 24 \\ &= 144 \end{aligned}$$

Here we make use of a number line

COUNTING BACK OR ON

$32 - 15$



PARTITIONING

$$35 + 26$$

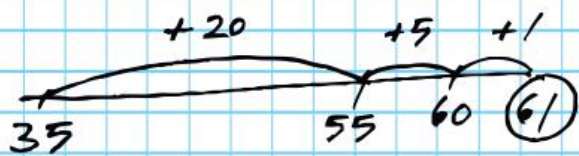
$$30 + 5 + 20 + 6$$

$$50 + 11 = 61$$

Here we break down the sum $35+26$ into tens and units. Here is another example of partitioning

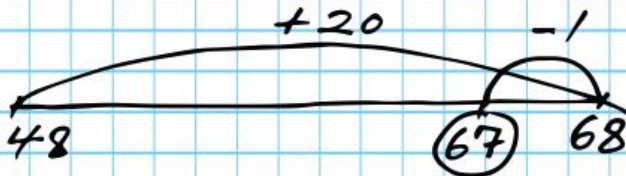
COUNTING ON

$$35 + 26$$



ADJUSTMENT

$48 + 19$



The adjustment strategy can be very helpful for mental arithmetic - many parents coming across it for the first time report their mental arithmetic has improved!



GERMAN

EY1-GRADE 1

German language learning at ISZL supports students in developing the skills and confidence to express themselves authentically. Through learning German, students build transferable language and literacy skills that help them communicate effectively, while also developing an understanding of Swiss and German cultures. Teaching and learning are closely connected to the homeroom curriculum, with a strong emphasis on oral communication and literacy. Lessons include a mix of whole-class and small-group learning, with differentiated support to meet the needs of all learners, from beginners to fluent speakers.

Students have many opportunities throughout the week to engage with German in meaningful, real-life contexts. In addition to scheduled lessons, children take part in German language experiences during:

- **OUTDOOR LEARNING**
- **FOREST VISITS**
- **FIELD TRIPS**
- **BAKING ACTIVITIES**
- **MUNICIPAL TRAFFIC TRAINING (KINDERGARTEN)**

Families are encouraged to engage with the local community wherever possible, as regular, authentic exposure to German plays an important role in supporting language development and helping students feel confident and connected in their everyday lives.

GRADES 2-5

ISZL's German language programme supports students in developing the skills and confidence to use German in everyday situations. Through the programme, students build transferable language and literacy skills that enable them to communicate effectively within the local community and across other German-speaking contexts. Alongside language development, students deepen their understanding of Swiss culture through regular lessons, Swiss Week, cultural celebrations, and local field trips.

The programme is designed to help students learn language, learn about language, and learn through language. Students are placed in classes according to their language phase, ensuring teaching is appropriately matched to their prior experience and current level of proficiency. Students in Grades 2–5 receive weekly German lessons, with learning experiences carefully planned to support steady progress.

For students at a higher proficiency level, German learning is closely connected to literacy development and the homeroom curriculum, allowing students to apply their language skills meaningfully across subjects.

Families are encouraged to engage with the local community wherever possible, as regular exposure to German beyond the classroom plays an important role in supporting language development and building confidence in real-world settings.

SCIENCE AND SOCIAL SCIENCES

Science at ISZL invites students to explore the natural world through its biological, chemical, and physical aspects, and to understand how these are connected. Through science, students develop an appreciation of our relationship with nature and the systems that shape the world around us. Inquiry sits at the heart of science learning. Students are encouraged to ask questions, investigate ideas, and make sense of what they observe. Science provides a shared language for expressing curiosity, exploring theories, and discussing phenomena, helping students build a deeper understanding of how the world works. As students develop as principled learners, they learn to make informed decisions, draw thoughtful conclusions, and reflect on both their findings and the process of learning itself.

SCIENCE IN THE PYP

Science within the PYP helps students develop an appreciation of the world through a scientific lens. Curiosity is encouraged and drives inquiry in the classroom, where students explore a wide range of scientific ideas, phenomena, and innovations. Learning is grounded in meaningful contexts, with many opportunities for students to apply their scientific knowledge, skills, and understanding in ways that feel relevant and connected to the world around them.

Science in the PYP includes three strands.

- **LIVING THINGS:**
exploring the sustainability, complexity, and interconnectedness of life on our planet.
- **EARTH AND SPACE:**
exploring the structure of our planet and its position in the solar system, and how the properties, characteristics, and changes of our planet shape it.
- **PHYSICS AND CHEMICAL SCIENCE:**
exploring physical and chemical objects, materials, and matter, and the ways in which people design technologies and reflect on their potential impact on society and the environment.

Through reflecting on scientific knowledge, students develop an understanding of how their actions affect themselves, others, and their surroundings. This awareness encourages a sense of responsibility that extends beyond the classroom and supports the development of international-mindedness.

A strong foundation in science within the PYP enables students to ask meaningful, investigable questions, evaluate evidence,

and consider different scientific viewpoints. With this understanding, students are supported to use science as a tool for informed decision-making and purposeful action.

SOCIAL STUDIES IN THE PYP

In the PYP, social studies draws from a wide range of subjects including geography, history, economics, philosophy, and anthropology with central threads of global citizenship, and sustainability. As with all PYP subjects, the design of social studies learning is responsive to personal, local, and global contexts and the experiences, interests, perspectives and diversity of the learning community.

It seeks to engage learners in deep curiosities, observations and explorations of human and natural worlds past, present and future. Learners encounter and experience themselves as social and ecological beings, activating their intuition with wonder, awe, and wisdom. It also supports learners to explore their own and others' identities, stories and histories as they investigate with intentionality and reflexivity in collaboration with others.

- **WAYS OF KNOWING AND SYSTEMS:**
exploring multiple ways of knowing and how past and present systems and structures impact human decision-making.
- **CRITICAL GLOBAL CITIZENSHIP AND CULTURE:**
exploring ways in which people connect and appreciate each other, confront inequity, and engage with ideas in local and global contexts.
- **CONTINUITY AND CHANGE FOR REIMAGINED FUTURES:**
exploring time, place, and space in past, present, and future contexts.
- **INTERCONNECTED PLACES, SPACES AND RELATIONSHIPS:**
exploring people's sense of place and connection to both social and ecological contexts.

To learn more about how learning develops across Science, Social Sciences, and Social Studies, scan the Scope and Sequence QR code on page 5.

PERSONAL, SOCIAL, AND PHYSICAL EDUCATION

At ISZL, social and emotional learning (SEL) is part of everyday school life. We are committed to supporting students as they develop self-awareness, empathy, and positive relationships. Wellbeing underpins all learning, and we recognise that children learn best when they feel safe, supported, and connected to the people around them.

Through age-appropriate experiences, students learn how to recognise and manage their emotions, work through challenges, make thoughtful choices, and contribute positively to their class community. SEL is woven into daily learning across subjects and through the Approaches to Learning (ATL). Skills such as communication, self-management, thinking, research, and collaboration are developed in context, so students can use them in real situations.

Student wellbeing is further supported through the close collaboration between teachers and our Primary School Counsellors, who regularly facilitate SEL lessons and provide additional guidance as needed. Alongside this, we place a strong emphasis on safeguarding, personal safety, and child protection. Students learn to understand their rights, recognise safe and unsafe situations, and know how and when to seek help from trusted adults.

By embedding wellbeing and safeguarding into daily school life, we ensure students know who to turn to, how to ask for help, and how to look after themselves and others.

PHYSICAL EDUCATION (PE)

'To help every child find joy in movement and physical activity.'

In the PYP, learning experiences are organised into two strands to ensure a balanced approach to physical education:

PERSONAL, SOCIAL AND COMMUNITY HEALTH

In Physical Education, students learn how movement supports a healthy and balanced life. They explore how their bodies respond to exercise and begin to understand how different body systems work together. Through a wide range of activities, students build physical skills while developing confidence in their own abilities.

Games and team challenges provide opportunities to practise cooperation, communication, and teamwork. Students learn why rules and fair play matter, and how they help create a safe and inclusive environment where everyone can take part. Students reflect on their own participation, recognise challenges, and develop resilience and perseverance.

Through adventure and problem-solving activities, students work together towards shared goals. They experience different roles within a group, practise leadership and decision-making, and consider how their choices affect others. These experiences help students develop a strong sense of responsibility, both to themselves and to their community.

MOVEMENT AND PHYSICAL ACTIVITY

Students develop essential movement skills through activities such as running, jumping, balancing, throwing, and catching. These experiences help improve coordination, strength, control, and overall fitness. They take part in a range of activities, including athletics, swimming, and team games, and learn what effective performance looks like so they can set goals and improve over time.

Through games, students learn how to use space, apply simple strategies, and work as a team. They adapt and modify games, and sometimes design their own, applying their understanding of rules, tactics, and fair play.

In movement activities such as dance and gymnastics, students create and perform sequences, exploring how movements can be linked and refined. They respond to music, themes, or specific criteria to communicate ideas and emotions through movement. These experiences help develop body awareness, balance, control, and creativity.

Connections are also made between Physical Education and learning in the homeroom, supporting the transdisciplinary approach of the Programme of Inquiry. We place strong value on outdoor activity as part of a healthy school experience. You can read more about outdoor learning, including our forest programme, on page 33.

To learn more about how learning develops across Personal, Social, and Physical Education, scan the Scope and Sequence QR code on page 5.



THE ARTS

The Units of Inquiry provide meaningful contexts for learning in the Visual and Performing Arts, alongside dedicated arts lessons and connections to language and mathematics. Specialist teachers work closely with class teachers to link arts learning to what is happening in the classroom, while also ensuring that each discipline is explored in its own right.

In line with the PYP, the Arts are shaped around two key strands: **Responding and Creating**.

RESPONDING

Through Responding, students engage with their own work and the work of others. They reflect, interpret, analyse, and discuss artistic ideas and processes. Students develop an understanding of the concepts, elements, and methods of Dance, Drama, Music, and Visual Arts, and learn to use appropriate subject language. By considering artworks in different contexts and from multiple perspectives, students build meaning and use these insights to inform their own creative work.

CREATING

Through Creating, students explore ideas, experiment with materials and techniques, and develop their technical skills. They take creative risks, solve problems, and make purposeful choices. Drawing on their imagination, experiences, and understanding of artistic processes, students create work that communicates ideas and emotions. They work both independently and collaboratively, making connections between their own work and that of other artists. This strand supports students in developing confidence, curiosity, and a strong sense of personal expression.

Instrumental Music

All students in Grades 4 and 5 take part in a weekly instrumental lesson. During this time, they learn to read musical notation, develop technical skills on their instrument, and build confidence performing both independently and as part of an ensemble.

To learn more about how learning develops across the Arts, scan the Scope and Sequence QR code on page 5.



THE NATURAL WORLD AND OUTDOOR LEARNING

EY1 TO GRADE 1

At ISZL, the natural world is part of everyday learning. Time outdoors supports children's wellbeing, physical development, and sense of connection. Daily opportunities to move, explore, and play in open spaces help build strength, coordination, and confidence.

Learning takes place both indoors and outdoors, with regular forest visits and outdoor sessions providing safe and appropriately challenging experiences. These moments encourage curiosity, independence, and a growing understanding of the world around them.

Our outdoor learning experiences also nurture social and emotional growth. Working together in the garden, around the pond, or in cultivation areas helps children practise cooperation, communication, and care for others. Guided by adults who model respect for the environment, children begin to understand their relationship with nature and develop early habits of responsibility.

GRADES 2-5

Outdoor Learning continues to play an important role in Primary School. We believe learning is strengthened when children have regular opportunities to work and explore beyond the classroom.

Through structured activities, play, and inquiry in outdoor settings, students deepen their understanding of the natural world and their place within it. They take part in physical challenges, collaborative tasks, and reflective experiences that build resilience, teamwork, and independence.

As students grow, their understanding develops from appreciation and respect for nature to a stronger sense of responsibility. They begin to recognise how their choices affect the world around them and how they can contribute positively to their community.

SUPPORTING STUDENT WELLBEING

Student support is designed to help every child access learning and make meaningful progress. All campuses provide support for students with identified mild to moderate learning needs, English language acquisition needs, mild social-emotional needs, and specific health needs.

Students identified during the admissions process may undergo informal or formal assessment to ensure that ISZL is an appropriate setting to meet their needs.



LEARNING SUPPORT (LS)

The Learning Support team works in partnership with teachers and families to help students access the curriculum successfully. Support may include guidance, accommodations, and personalised strategies tailored to each student's learning profile. The focus is not only on providing assistance, but on helping students develop independence, confidence, and self-advocacy.

TYPES OF LEARNING SUPPORT SERVICES



3.

TIER 3: ONGOING SUPPORT
For the few needing a Student Support Plan or an Accommodation Plan, supported by specialists
2.

TIER 2: TIME-BOUND INTERVENTION
For some students with identified needs supported through collaborative teams
1.

TIER 1: CORE TEACHING & LEARNING
Designing universally for all students, supported by all

MTSS at ISZL

Data-informed and evidence-based

ISZL uses a multi-tiered support system (MTSS), allowing support to be flexible and responsive:

- **IN-CLASS SUPPORT:**
Students may receive targeted support within the classroom, depending on their needs.
- **LEARNING SUPPORT CLASS:**
Students with a diagnosed learning need may receive small-group instruction. Goals are outlined in an individual Student Support Plan (SSP), and progress is reviewed regularly.

Students are continually monitored to assess growth and determine next steps.

EXTERNAL REFERRALS

In some cases, students may benefit from additional external services, including:

- **Educational Psychologists for further assessments**
- **Speech and Language Therapists**
- **Occupational Therapists**

The school works closely with families to provide guidance and recommended specialists when needed. Ongoing communication ensures that home and school work together to support each child.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

The Primary School offers four EAL phases. Students move through these phases as their English develops. Specialist EAL teachers work closely with homeroom teachers to support language growth while recognising and valuing each student's home language.

Foundational

EAL students enter this level with limited English. Foundational students are supported to build academic and social language, understand phrases, and form short sentences. They start to communicate information in simple, everyday, and familiar situations. They build their skills and confidence to share their needs and ideas with their peers and teachers.

Intermediate 1

EAL students at this level are developing their vocabulary and can share their needs and ideas with teachers and classmates. They understand simple classroom instructions and can communicate with support. At this phase, students are learning to understand more complex language and may need repetition. They are beginning to use English more freely, though a limited vocabulary can make it hard to express all their thoughts. They are also building their reading and writing skills.

Intermediate 2

EAL students enter this level with adequate English for most day-to-day communication needs. They communicate in English in new or unfamiliar settings, but have occasional difficulty with complex structures and abstract academic concepts. Intermediate 2 students are supported to build their vocabulary, grammar, and independence in classroom learning engagements. Proficiency in reading and writing can vary at this level.

Advanced

Advanced EAL students are working within grade-level expectations, with curricular adjustments, guidance, and teacher check-ins as needed. Students are monitored by EAL and homeroom teachers.

COUNSELLING SERVICES

The Social-Emotional Counselling Team provides individual, group and family support to the ISZL community. Counselling topics may include transitions, friendship issues, academics, and other areas affecting wellbeing.

Services offered by the counselling department are proactive, collaborative, and solution-focused in nature, supporting the developmental needs of students.

Counsellors also:

- **Build positive communities that cross cultural barriers**
- **Support students and families during transitions**
- **Assist students in developing skills towards independence**
- **Lead in-class workshops on personal, social, and health topics**
- **Help students acquire the skills needed to foster healthy relationships**
- **Provide crisis support when needed**

NURSING SERVICES

Qualified nurses are present on both campuses throughout the school day. They oversee school health services and contribute to health education within the Personal, Social and Health Education programme.

Their role includes:

- **Assessing, diagnosing, and treating minor illness or injury**
- **Referring students to medical professionals when necessary**
- **Administering medication during the school day**
- **Maintaining confidential health records, including Individual Health Care Plans (IHCPs)**
- **Supporting public health responses when needed**
- **Conducting vision and hearing screenings (Primary and Middle School)**
- **Coordinating the Cantonal screening programme**

The nursing team works closely with teachers, counsellors, and families to ensure students with health needs are supported appropriately.



EXPERIENCE YOU CAN TRUST

'I have been at ISZL Primary School for eight years. It has been such a pleasure to be part of this community and watch our students grow and flourish. A real strength of ISZL is the continuity and experience that long-serving staff provide, and the number of staff who stay with us is a testament to our happy school in this beautiful part of the world.'

Louisa Waring, Early Years teacher

'Over the years, we have had the same Kindergarten and Grade 2 teachers for our children. I think the continuity of staff is as good for teachers as it is for the family. It is wonderful to already know the teacher from the first day of the new school year. And for the teachers it is nice to see a familiar face as well!'

Maria, parent of four ISZL children

'I have grown as an educator in my time at ISZL, because we are supported and encouraged to hone our practice. The quality of teaching and learning comes from the children - our desire to get to know them, to learn more about them and to push them as far as they can go.'

Laura Rhead, Primary School teacher

We are fortunate that many of our staff choose to stay at ISZL for a significant part of their careers. This continuity benefits students and families, building strong relationships and deep knowledge of our community.

Around 40% of staff have been at ISZL for more than ten years, and 66% for more than five years. At the same time, we continue to welcome new educators from around the world who bring fresh perspectives and experience to our school.

MOVING ON AFTER ISZL

'The greatest gift ISZL has given my three daughters is an unprecedented passion for learning. This year they have transitioned to a new school and their creativity, ability to work well with all classmates, inclusivity, and big picture thinking set them apart from their peers. I attribute their success to the four years of education at ISZL.'

Former ISZL parent of three children in Primary School

Increasingly, families are staying at ISZL for longer, while others join us knowing their time in Switzerland may be shorter. Preparing students for transition is therefore an important part of what we do.

The Primary Years Programme (PYP) and the International Baccalaureate are designed with internationally mobile families in mind. Whether students move to another IB school or into a national system, they leave ISZL with a strong foundation in how to approach learning.

The PYP teaches children how to learn and to think flexibly. This is an important skill when they transition to their next school or country. This skill of “learning how to learn” — of analysis, intuition, and developing and testing their own judgement — will accompany them to their next school, setting them up for future success.

Students develop independence, adaptability, and the ability to think across subjects. They learn important skills that transfer to any curriculum, like learning how to ask well-structured questions, analyse information, and make thoughtful decisions. Our community also understands that transition and change are part of international life. Through our Healthy Farewells programme, the counselling team supports students and families as they prepare to move on.

We often tell our leavers that they will always remain part of the ISZL community, and the number of former students who return to visit when they are back in the region suggests this is more than just a saying.



GLOSSARY

ATL – Approaches to Learning

A set of transferable skills developed across the PYP, including communication, thinking, research, social, and self-management skills.

DP – Diploma Programme

The International Baccalaureate Diploma Programme.

EAL – English as an Additional Language

Specialist support for students developing English proficiency.

EY1/EY2 – Early Years 1/Early Years 2

The first stage of Primary School before Kindergarten.

IB – International Baccalaureate

The international education foundation that designs and oversees the PYP and other IB programmes.

IHCP – Individual Health Care Plan

A health record outlining a student's medical needs and required care.

ISZL – International School of Zug and Luzern

The school publishing this guide.

LS – Learning Support

Specialist support services helping students access the curriculum.

MTSS – Multi-Tiered System of Support

A structured framework used to provide varying levels of academic and learning support.

PE – Physical Education

The subject area focused on movement, physical activity, and wellbeing.

Pol – Programme of Inquiry

The structured overview of Units of Inquiry taught across the Primary School.

PYP – Primary Years Programme

The IB programme for students in Early Years through Grade 5, centred on inquiry-based, transdisciplinary learning.

PYPx – PYP Exhibition

The culminating Grade 5 inquiry project within the PYP.

SEL – Social and Emotional Learning

Development of skills related to emotional regulation, empathy, relationships, and wellbeing.

SSP – Student Support Plan

A personalised plan outlining goals and strategies for students receiving learning support.

A WORLD-CLASS LEARNING COMMUNITY

The International School of Zug and Luzern (ISZL) is an independent co-educational, non-profit day school serving the international community of Central Switzerland by providing a comprehensive education from Early Years to university preparation, from ages 3 to 18.

As an International Baccalaureate (IB) World School, ISZL is authorised by the IB Organisation to offer the Primary Years, Middle Years, IB Diploma and Career-related Pathway Programmes.

In addition, students in Grades 11 and 12 have the option of taking Advanced Placement® (AP®) courses and exams, which are audited by the College Board.

ISZL has been accredited by the prestigious and highly respected Council of International Schools (CIS) and the New England Association of Schools and Colleges (NEASC). ISZL is a member of the Swiss Group of International Schools (SGIS) and the Educational Consortium of International Schools (ECIS).

ISZL is supervised by the Educational Authorities of the Canton of Zug and operates with their approval.

EINE LERNGEMEINSCHAFT DER WELTKLASSE

Die International School of Zug and Luzern (ISZL) ist eine unabhängige, gemeinnützige Tagesschule die der internationalen Gemeinschaft der Zentralschweiz eine umfassende Ausbildung vom Vorschulalter bis hin zur Universitätsvorbereitung für 3 - 18-Jährige anbietet.

ISZL ist als International Baccalaureate (IB) World School durch die IB Organisation autorisiert die Primary Years, Middle Years, IB Diploma und Career-related Pathway anzubieten. Ausserdem haben Schüler der 11. und 12. Klasse die Möglichkeit, Advanced Placement® (AP®) Kurse zu belegen und Examen abzulegen. Alle AP Kurse werden vom College Board überprüft.

ISZL ist akkreditiert vom renommierten und hochangesehenen Council of International Schools (CIS) und der New England Association of Schools and Colleges (NEASC). ISZL ist Mitglied der Swiss Group of International Schools (SGIS) und des Educational Consortium of International Schools (ECIS).

ISZL wird von der Bildungsbehörde des Kantons Zug beaufsichtigt, und wird mit deren Genehmigung geführt.

ISZL IS A REGISTERED SWISS NON-PROFIT FOUNDATION (STIFTUNG)

Our mission-driven status ensures that every resource is dedicated to the education and future of our students.



- **Legal Status:** Registered Foundation under the supervision of the Canton of Zug Foundation Supervisory Authority.
- **UID Number:** CHE-107.327.678
- **Independent Audit:** Our financial statements are audited annually by BDO Limited Switzerland to ensure full compliance with Swiss Code of Obligations (CO) and Swiss GAAP FER.
- **100% Reinvestment:** As a non-profit, ISZL has no shareholders. 100% of our surplus is legally mandated to be reinvested into our students, staff, and campus infrastructure.



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