

IŞIKKENT
İLKOKULU

IŞIKKENT PRIMARY SCHOOL
PARENT-STUDENT HANDBOOK
2026-2027

İÇİNDEKİLER

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WELCOME

Dear Families,

We are delighted to walk alongside you on your child's learning journey. Welcome to the Özel Işıkkent Primary School community.

The primary school years are not only a period in which children develop academic skills; they are also an important stage of development in which they discover their identities, develop their values, learn to take responsibility and build habits for lifelong learning. A strong partnership between school and family is one of the most important foundations of our students' healthy development.

Our school cultivates open-minded, principled learners who communicate effectively, reflect deeply, and embrace lifelong inquiry

This handbook has been prepared to share our practices, expectations, and shared learning culture with families. It provides guidance on many aspects of school life, from school–family communication and the academic programme to health, safety and student support services.

We believe in a strong school–family partnership based on mutual trust, open communication and shared responsibility. With your support, we believe our students can grow into confident, responsible individuals who respect differences and can adapt to a changing world.

We wish all our students, families and colleagues a healthy, happy, safe and inspiring 2026–2027 academic year.

Kind regards,

Özel Işıkkent Primary School Administration

This Family Handbook provides families with comprehensive information about the educational programme, academic processes, school life, communication principles and student support services at our school. It also aims to strengthen the school–family partnership, clarify shared expectations and support students' development in a safe, supportive and inclusive learning environment.

The practices described in this document have been prepared in accordance with the regulations of the Ministry of National Education (MEB) and the standards of the IB Primary Years Programme (IB PYP). They may be updated when necessary during the academic year. Current practices will be communicated to families by the school. We recommend that families use this handbook as a reference throughout the academic year.

IŞIKKENT EDUCATION PHILOSOPHY

"Together We Learn, Together We Grow."

At Özel Işıkkent Primary School, we see learning not as a process in which students passively receive information, but as a dynamic journey in which they explore, inquire and make meaningful real-life connections.

We believe that every child has different interests, learning pace, strengths and developmental needs, and we consider individual differences as a source of richness. We encourage students to express themselves, share their ideas, take appropriate risks, learn from mistakes and take ownership of their learning in a safe, inclusive and supportive learning environment.

Our educational approach addresses academic achievement alongside social-emotional development, ethical values, intercultural understanding, collaboration and lifelong learning skills. Every day, our students naturally build essential life skills—from creative problem-solving and deep research to clear communication and independence.

Learning does not take place only within classroom walls. Students learn by observing, experiencing, researching, collaborating and contributing to their communities. Therefore, student voice, choice and ownership have an important place in our school life.

We believe learning is most effective when school, family and student work together. Families are therefore not simply recipients of information; they are active members of our learning community.

OUR MISSION

Our mission is to support students' academic, social, emotional and ethical development through a holistic approach and to nurture lifelong learners who inquire, take responsibility, respect differences and make positive contributions to the world around them. By integrating the national curriculum with the IB Primary Years Programme, we aim to provide learning environments in which students can become internationally minded, versatile individuals equipped with the knowledge, skills and values required by our times.

OUR VISION

Our vision is to be a nationally and internationally exemplary learning community in which students know themselves, enjoy learning, are committed to ethical values, are open to change, understand different cultures and contribute to a more just, peaceful and sustainable world.

OUR CORE VALUES

- Respect – We respect ourselves, others, differences and the environment.
- Responsibility – We take responsibility for our learning, behaviour and choices.
- Integrity – We act reliably, openly and ethically in all our relationships.
- Empathy – We try to understand others' feelings and ideas and value different perspectives.
- Collaboration – We believe in the power of learning and creating together.
- Courage – We are willing to try new ideas, ask questions and learn from mistakes.
- Sustainability – We protect natural resources and feel responsible for the world we live in.
- Lifelong Learning – We believe learning is not limited to the school years and support continuous growth.

IŞIKKENT EDUCATION PHILOSOPHY

"Together We Learn, Together We Grow."

OUR VIEW OF LEARNING

Learning is an active, inquiry-based, meaningful and continuously developing process. Students do not simply acquire information; they research, think, discuss, create, reflect and connect learning with real life. Teachers are learning guides who nurture curiosity, facilitate learning and support development.

Students are encouraged to generate ideas, ask questions, make mistakes and develop different ways of solving problems. We believe authentic learning takes place through curiosity, experience, collaboration and reflection. We also believe every student can be successful and therefore create inclusive environments that respond to individual differences.

WHAT WE EXPECT FROM FAMILIES

You are our most important partner in your child's learning journey. Instead of providing answers, ask questions; encourage independence; support curiosity and research; and help your child develop a positive attitude towards learning. A trusting, open and continuous partnership between school and family is essential for nurturing curious, independent and responsible learners.

2026–2027 ACADEMIC CALENDAR

9 September 2026	**Orientation for Grade 1 and Newly Registered Students**
10 September 2026	**Open House, Guidance and Curriculum Information Meetings**
14 September 2026	**Opening Ceremony of the 2026–2027 Academic Year**
29 October 2026	**Republic Day**
10 November 2026	**Commemoration Ceremony for Atatürk**
16-20 November 2026	**Autumn Break**
22 January 2027	**End of the First Semester**
25 January-5 February 2027	**Semester Break**
8 February 2027	**Beginning of the Second Semester**
9-11 March 2027	**Eid al-Fitr Holiday**
8-12 March 2027	**Spring Break**
23 April 2027	**National Sovereignty and Children's Day**
1 May 2027	**Labour and Solidarity Day**
16-19 May 2027	**Eid al-Adha Holiday**
19 May 2027	**Commemoration of Atatürk, Youth and Sports Day**
20-21 May 2027	**Break**
25 June 2027	**Last School Day for Students**

IŞIKKENT PRIMARY SCHOOL AS AN IB WORLD SCHOOL

AN INTERNATIONAL LEARNING COMMUNITY

Özel Işıkkent Primary School is an IB World School authorised by the International Baccalaureate Organization (IBO). The Primary Years Programme (PYP) is implemented in integration with the Ministry of National Education curriculum.

Being an IB World School means more than implementing an international programme. It means adopting an educational approach that supports students' academic development together with their social, emotional, ethical and intercultural development.

We aim to nurture students who can understand different perspectives, think critically, inquire, take responsibility, engage in lifelong learning and make positive contributions to their communities.

WHAT IS THE INTERNATIONAL BACCALAUREATE (IB)?

The International Baccalaureate Organization (IBO) is an independent, not-for-profit educational organization founded in 1968. It develops high-quality educational programmes with an international perspective. IB programmes aim to develop open-minded, caring and responsible individuals who can contribute to a more peaceful, just and sustainable world.

In the IB approach, students do not simply acquire knowledge; they research, inquire, think, create, collaborate and connect their learning with real life.

PRIMARY YEARS PROGRAMME (PYP)

The Primary Years Programme is an international educational programme designed for students aged 3–12. Curiosity is at the heart of the PYP. Students actively participate in learning by asking questions, researching, observing, collaborating and connecting learning to everyday life.

The programme supports communication, self-management, research, thinking and social skills alongside academic knowledge. It also helps students develop confidence, take responsibility for their own learning and understand different perspectives.

PYP learning is not limited to textbooks. Students learn through experiences, projects, research, fieldwork, play, art, technology and real-life problems. In this way, learning becomes a meaningful lifelong process rather than a body of information to memorise.

IŞIKKENT PRIMARY SCHOOL AS AN IB WORLD SCHOOL

IB LEARNER PROFILE

- Inquirers - They are curious, research and enjoy learning.
- Knowledgeable - They acquire knowledge across disciplines and make connections.
- Thinkers - They solve problems and think critically and creatively.
- Communicators - They express ideas clearly and effectively in different ways.
- Principled - They act honestly, fairly and responsibly.
- Open-minded - They respect different cultures, ideas and experiences.
- Caring - They are sensitive to others' needs and willing to make a positive contribution.
- Risk-takers - They are open to new experiences and try to deal constructively with uncertainty.
- Balanced - They value balance among academic, social, physical and emotional development.
- Reflective - They evaluate learning, recognise strengths and areas for growth, and seek continuous improvement.

The Learner Profile is a natural part of everyday school life and is supported through all learning experiences.

STUDENT AGENCY

In the PYP, students are active participants in their learning. They are supported in having a voice, making choices and taking responsibility. Students set learning goals, formulate questions, plan research, share ideas and evaluate their learning. This helps them develop confidence, independence and intrinsic motivation.

APPROACHES TO LEARNING – ATL

- Thinking Skills - critical thinking, creative thinking and problem solving.
- Research Skills - accessing information, using reliable sources, collecting and analysing data.
- Communication Skills - listening, speaking, writing, presenting and using communication tools effectively.
- Social Skills - collaborating, showing empathy, respecting different views and resolving conflict constructively.
- Self-Management Skills - time management, organisation, emotional regulation, responsibility and independent work.

STUDENT ACTION

In the PYP, learning becomes meaningful when students apply what they learn to their lives. Students are encouraged to take positive action in response to their learning—for example, helping a friend, protecting the environment, participating in a community project or suggesting ways to improve school life. Action is not a compulsory task; it refers to meaningful behaviour arising from the student's own awareness and sense of responsibility.

THE ROLE OF FAMILIES IN THE IB JOURNEY

- Research topics your child is curious about together.
- Ask open-ended questions rather than providing ready-made answers.
- Treat mistakes as a natural part of learning.
- Turn everyday life into opportunities for learning.
- Support your child in making independent decisions.
- Participate actively in school meetings and events.
- Model and reinforce the Learner Profile attributes at home.

A strong partnership between school and family is important for both academic achievement and social-emotional development. The aim of IB education is not simply to develop successful students, but responsible individuals who can contribute to a more just, peaceful and sustainable world.

PRIMARY SCHOOL PROGRAMME AND LEARNING PROCESS

THE STUDENT IS AT THE CENTRE OF LEARNING

Students at Özel Işıkkent Primary School are active participants in the learning process. Teachers act as learning guides who nurture curiosity, encourage thinking and design meaningful learning experiences.

Students ask questions, research, observe, collaborate, generate ideas, reflect and connect learning with real life. Classrooms are learning communities where students feel safe, express ideas freely, see mistakes as a natural part of learning and value different perspectives.

TRANSDISCIPLINARY LEARNING

In the PYP, learning is not organised only as separate subjects. Students bring together knowledge and skills from different disciplines to understand and address real-life problems. Turkish, Life Skills, Mathematics, Science, Social Studies, English, Visual Arts, Music, Physical Education and other subjects are planned to support one another around shared concepts, skills and lines of inquiry.

PROGRAMME OF INQUIRY

Students' learning experiences are structured through units of inquiry planned at each grade level. Each unit is built around big ideas that spark curiosity, invite research and connect different disciplines

Throughout each unit students:
- formulate questions
- plan research
- conduct experiments
- make observations
- collect data
- collaborate
- express ideas in different ways
- evaluate their learning

Each unit aims not only to build knowledge but also to develop conceptual understanding, use skills and turn learning into action.

THE SIX TRANSDISCIPLINARY THEMES

- Who We Are - identity, health, relationships, values and responsibilities.
- Where We Are in Place and Time - the past, present, cultural heritage, discoveries and human history.
- How We Express Ourselves - communication, creativity, art, culture and self-expression.
- How the World Works - scientific thinking, nature, technology and scientific processes.
- How We Organize Ourselves - societies, economics, governance, systems and organisation.
- Sharing the Planet - natural resources, the environment, sustainability and global responsibility.

Each year, students work through different units of inquiry within these themes, developing both the outcomes of the national curriculum and the knowledge, skills and understandings targeted by the IB PYP.

A BILINGUAL LEARNING ENVIRONMENT

At Işıkkent Primary School, students use Turkish and English naturally throughout their day. Bilingualism is not viewed simply as foreign-language instruction; it supports intercultural understanding, different perspectives and communication skills.

Turkish and English teachers collaborate in planning learning experiences that develop conceptual understanding in both languages. Over time, students learn to use both languages effectively for learning, research and self-expression.

PRIMARY SCHOOL PROGRAMME AND LEARNING PROCESS

OUR LEARNING ENVIRONMENTS

- classrooms
- library
- STEAM laboratories
- art and music studios
- sports areas
- outdoor learning spaces
- school garden
- digital learning environments

Students extend learning beyond the classroom through authentic research, making meaningful connections between their learning and real-life.

DAILY LEARNING LIFE

- inquiry-based lessons
- individual and group work
- arts, music and physical education
- reading and library activities
- outdoor activities
- reflection on the day's learning

The daily programme is planned in a balanced way, taking students' ages, attention spans and developmental needs into account.

HOW IS LEARNING MONITORED?

- classroom observations
- performance tasks
- student work and products
- teacher feedback
- student self-assessment
- parent meetings
- student-led conferences

This approach helps students recognise their strengths, identify areas for growth and take responsibility for their learning.

HOW CAN FAMILIES SUPPORT LEARNING?

- Ask open-ended questions such as "What made you think today?" or "What question did you answer today?" rather than only asking how school was.
- Show interest in the learning process rather than only the final product.
- Research topics of interest together and encourage the use of different sources.
- Treat mistakes as a natural part of learning.
- Ask questions that help your child think instead of solving problems for them.
- Follow school feedback regularly and collaborate with teachers when needed.



OUR LEARNING COMMUNITY

A STRONG COMMUNITY THAT LEARNS TOGETHER

Learning at Işıkkent is a continuous journey shaped by the shared contribution of school, family and community. We see our school as a dynamic learning community in which students, teachers, families and all staff learn together.

Mutual trust, respect, open communication and shared responsibility form the foundation of a strong learning community. Every member has an important role in developing and sustaining school culture.

THE ROLE OF OUR STUDENTS

- being willing to learn
- asking questions and being curious
- expressing ideas respectfully
- listening to different views
- taking responsibility
- using time effectively
- following school rules
- respecting others' rights
- protecting the environment
- trying to solve problems with appropriate adult support

THE ROLE OF TEACHERS

- creating safe and inclusive learning environments
- responding to individual differences
- supporting inquiry-based learning
- providing regular feedback
- monitoring academic and social development
- maintaining open and constructive communication with families
- prioritising student well-being
- valuing continuous professional development

Teachers are responsible not only for students' academic development but also for supporting their character development.

THE ROLE OF FAMILIES

- supporting regular attendance
- maintaining open and constructive communication with school
- supporting school policies
- trusting teachers' professional expertise
- supporting children's independence
- creating a positive learning environment at home
- participating in school meetings
- contributing to the community through respectful communication

Families are encouraged to communicate concerns directly and constructively with the relevant people rather than using negative language about the school or teachers in front of children. Our guiding principles are mutual trust, a solution-focused approach and shared responsibility.

THE ROLE OF SCHOOL LEADERSHIP

- continuously improving the quality of the educational programme
- supporting teachers' professional development
- prioritising student safety
- maintaining transparent communication with families
- ensuring school policies are implemented fairly and consistently
- working with all stakeholders to strengthen school culture

STUDENT VOICE, CHOICE AND OWNERSHIP

Students have opportunities to share ideas, make choices, set goals, evaluate learning and contribute to school life. Class meetings, student leadership activities, clubs, exhibitions and social responsibility projects support active participation.

FAMILY ENGAGEMENT

- student-led conferences
- classroom activities
- workshops
- parent education sessions
- cultural events
- social responsibility projects
- school celebrations

Family engagement is not only participation in events; it is building a consistent partnership that supports children's learning.

HOW DO WE RESOLVE CONCERNS?

We believe differences of opinion can be addressed through mutual respect and open communication. Families are asked to follow this sequence:

1. Contact the relevant class or subject teacher.
2. If necessary, meet with the grade-level leader or primary school administration.
3. When needed, work with the Psychological Counselling and Guidance Unit.
4. Where necessary, the school principal leads the further review.

Concerns should be addressed directly and in a solution-focused way as early as possible. In order to protect student privacy and maintain a healthy communication culture, official channels are strongly advised.

THE CULTURE WE CREATED TOGETHER

School culture is shaped not only by written rules but by the values we live every day. Listening to one another, respecting differences, seeing mistakes as part of learning and creating a place where everyone feels they belong are shared responsibilities. We, as adults, are role models for students; therefore, we must be aware of the way we speak and act.



SCHOOL-FAMILY COLLABORATION AND COMMUNICATION

We believe students' academic, social and emotional development is supported most effectively through trust-based cooperation between school and family. Open, respectful, timely and solution-focused communication strengthens students' well-being, motivation and sense of belonging.

OUR COMMUNICATION PRINCIPLES

- the best interests of the student always come first
- mutual respect and courtesy are essential
- concerns are shared directly with the relevant people
- verified information is prioritised over assumptions
- confidentiality and protection of personal data are respected
- a solution-focused approach is adopted
- meetings are conducted in a spirit of trust and collaboration

OUR COMMUNICATION CHANNELS

- school email system
- WhatsApp line and SMS
- official school mobile applications / K12net
- telephone calls
- scheduled face-to-face meetings
- official announcements and newsletters

EMAIL COMMUNICATION

Email is one of the main written communication tools between school and families. It may be used for academic development, school announcements, meeting arrangements, information sharing and follow-up.

Emails should be clear, respectful and focused. Teachers make every effort to respond as soon as possible during working hours. Messages sent in the evenings, at weekends or on public holidays are reviewed on the following working day. For urgent matters, families are advised to contact the Student Affairs Office by telephone rather than email.

WHATSAPP AND SOCIAL MEDIA

WhatsApp groups and similar social media platforms are not official school communication channels. Information shared through these platforms does not constitute an official announcement.

- do not share photos or videos of students or staff without permission
- do not circulate unverified information
- contact school administration directly rather than evaluating the school or staff publicly on social media
- use respectful and constructive language in digital environments

PARENT MEETINGS

Individual meetings between teachers and families are important opportunities to support students' development. They may take the form of scheduled individual meetings, student development meetings, student-led conferences or additional meetings when needed. Appointments should be made in advance; unscheduled meetings during lesson times may not be possible.

FEEDBACK CULTURE

Feedback is an important tool for improving our learning community. Suggestions and concerns are carefully considered, shared with relevant units, followed up where possible and used to contribute to school development.

SCHOOL-FAMILY COLLABORATION AND COMMUNICATION

COMMUNICATION PATHWAYS

• Academic matters: Class/Subject Teacher → Grade-Level Leader / PYP Coordinator → Primary School Vice Principal → Primary School Principal
• Social-emotional development: Class Teacher → Psychological Counselling and Guidance Unit → Primary School Administration
• Administrative matters: Student Affairs → Relevant Administrative Unit → Primary School Administration

SHARED EXPECTATIONS

• communicate respectfully
• do not discuss adult disagreements in front of students
• resolve differences through constructive dialogue
• support students' independence
• respect school policies and shared decisions
• trust teachers' professional expertise
• follow school announcements and information regularly
• maintain a solution-focused and collaborative approach

When you have a concern, please contact the relevant teacher first. Most matters can be resolved quickly through direct and constructive communication. When necessary, school leadership and relevant units will be pleased to support the process.

ACADEMIC PROGRAM

Our academic programme integrates the Ministry of National Education curriculum with the IB Primary Years Programme. It aims to develop not only academic knowledge but also students who inquire, think, communicate and take responsibility.

Each subject is planned to support conceptual understanding, connections across disciplines and the application of learning to real-life situations. Individual differences are considered and differentiated teaching is used to support every student's potential.

CORE PRINCIPLES

• student-centred learning
• inquiry-based teaching
• development of conceptual understanding
• transdisciplinary planning
• bilingual learning
• differentiated instruction
• inclusive education
• continuous feedback
• real-life connections
• student well-being

TURKISH

Turkish lessons aim to develop listening, speaking, reading, writing, visual literacy and media literacy. Students examine different text types, read critically, write creative and informative texts, make oral presentations and share research. Turkish learning is connected with units of inquiry so that language is used as a tool for meaning-making and communication.

ENGLISH

English learning at Işıkkent is structured to help students communicate confidently and meaningfully in a bilingual learning environment. Students develop listening, speaking, reading and writing through authentic, real-life learning experiences connected with the Programme of Inquiry. English is viewed not only as a subject but as a tool for thinking, researching, collaborating and expressing ideas. Learning experiences are differentiated according to individual language-development needs.

MATHEMATICS

Mathematics aims to develop problem-solving, reasoning, modelling and mathematical communication. Students work on real-life problems, develop different solution strategies, explain mathematical thinking, use concrete materials and benefit from technology-supported activities. Our aim is for students to see mathematics as a tool for thinking and problem solving, not simply calculation.

SCIENCE

Science learning develops curiosity about the natural world. Students observe, conduct experiments, collect data, make predictions and evaluate results. Scientific process skills are connected with units of inquiry.

LIFE SKILLS/SOCIAL STUDIES

Learning experiences help students understand themselves, their communities and the world. Students explore cultures, historical events and geography, develop civic awareness and build responsibility for sustainable living.

VISUAL ARTS

Visual Arts supports creativity, experimentation with artistic techniques and authentic self-expression. Students learn to observe, interpret, create and develop aesthetic awareness. Art enriches transdisciplinary learning.

MUSIC

Music develops rhythm, melody, listening, interpretation and performance skills. Students explore different musical cultures and experience the value of creating and sharing. Music supports creativity, confidence and aesthetic awareness.

PHYSICAL EDUCATION

Physical Education supports physical development, healthy habits and teamwork. Students develop movement skills while learning to collaborate, follow rules, set goals and build active lifestyles.

LIBRARY AND INFORMATION LITERACY

The library is an important learning centre that supports a reading culture and ethical access to information. Students meet age-appropriate books, develop research skills, learn to use reliable sources, understand the importance of citing sources and build independent reading habits.

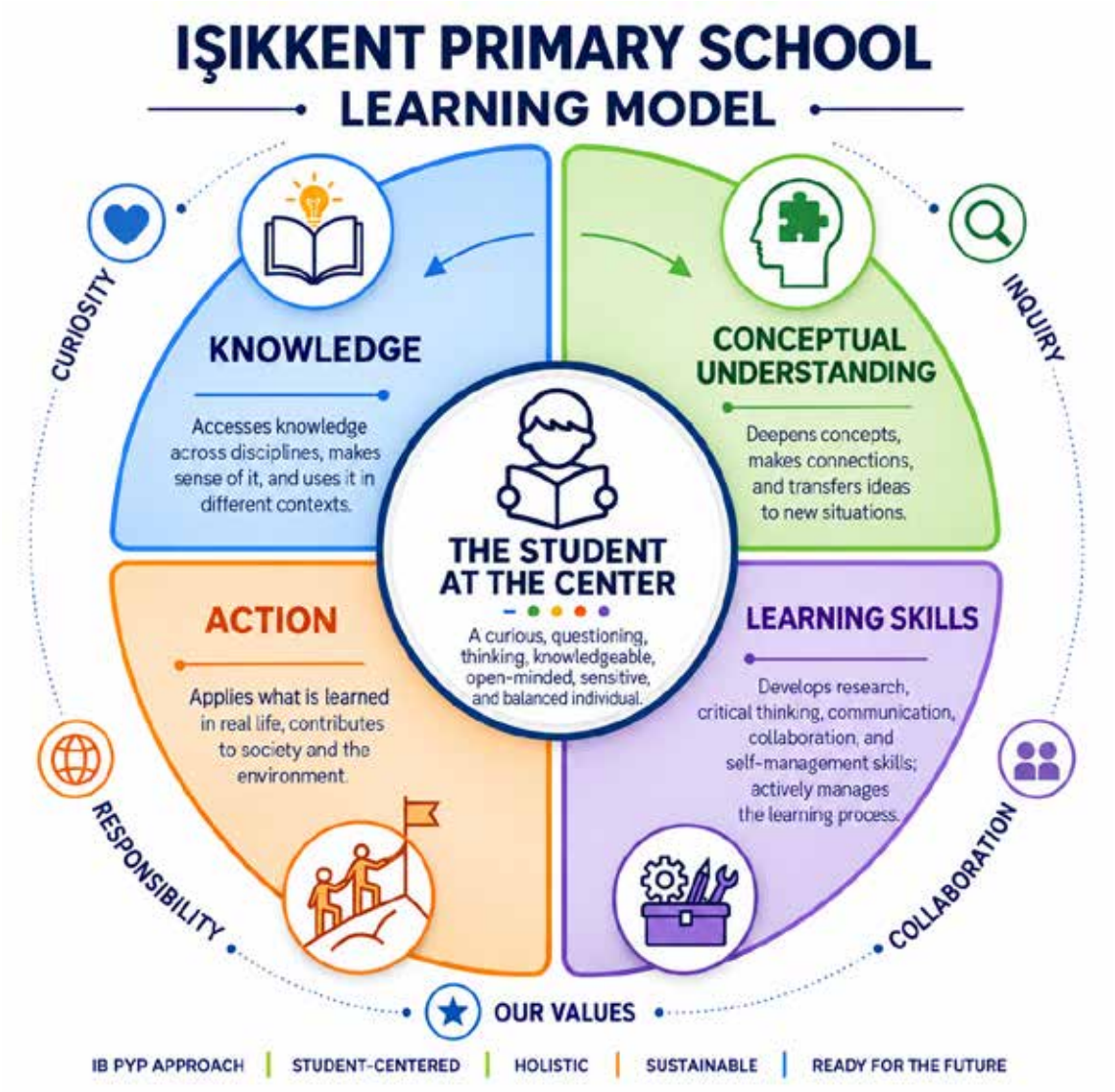
EDUCATIONAL TECHNOLOGIES

Technology is used as a tool that enriches learning. Students use digital tools to research, create, design, collaborate, solve problems and prepare presentations. Technology use is planned for pedagogical purposes and takes age-appropriate digital safety into account.

AI-supported tools may be used under teacher guidance and in accordance with ethical-use principles to support learning. They should strengthen students' original thinking and production and may not replace students' own work.

DIFFERENTIATED INSTRUCTION AND STUDENT SUPPORT

Every student has a different learning pathway. Teaching is therefore planned according to readiness, interests, learning profiles and developmental needs. Teachers may differentiate content, process, product and learning environment to ensure meaningful learning for all. The Psychological Counselling and Guidance Unit, English and Turkish teachers, subject teachers and school leadership work collaboratively to support students' academic and social development. The goal of the PYP is not for every student to learn in the same way, but for every student to learn in the best possible way.



MONITORING AND ASSESSMENT OF LEARNING

At Özel Işıkkent Primary School, assessment is not simply a process of measuring what students have learnt; it is an ongoing practice that supports, develops and guides learning. In the PYP, assessment helps students recognise strengths, identify areas for growth and take responsibility for their learning.

OUR ASSESSMENT APPROACH

- focuses on improving learning
- continues throughout the learning process
- takes individual development into account
- uses different assessment methods
- involves students actively
- places feedback at the centre
- supports social-emotional as well as academic development
- makes strengths visible
- provides data to improve teaching

Assessment is used to monitor each student's development, not to compare students.

ASSESSMENT FOR LEARNING

Assessment for Learning identifies students' needs during teaching and helps teachers plan instruction accordingly. Teachers may use observations, classroom discussions, short tasks, student products, exit tickets, digital tools and performance tasks. These are used to support learning rather than simply to award scores.

ASSESSMENT AS LEARNING

- setting learning goals
- self-assessment
- receiving peer feedback
- recognising strengths
- setting development goals
- reflecting regularly on learning

This approach strengthens students' self-management skills and ownership of learning.

ASSESSMENT OF LEARNING

At the end of learning processes, students' achievement of intended outcomes may be assessed through performance tasks, projects, presentations, written work, portfolios and other appropriate assessment tools. The resulting information is used to monitor development and inform families.

ASSESSMENT TOOLS

- teacher observations
- performance tasks
- projects
- research
- presentations
- rubrics
- checklists
- rating scales
- student self-assessment
- peer assessment
- learning journals
- digital portfolios
- written work
- portfolios
- conferences and meetings

MONITORING AND ASSESSMENT OF LEARNING

FEEDBACK CULTURE

Meaningful feedback is one of the strongest tools for developing learning. Teachers provide clear, timely and constructive feedback that identifies strengths, areas for development and next learning steps. Feedback is not only teacher-to-student; it is also a reciprocal learning process among students and teachers, students and peers, and students and families.

PORTFOLIOS

Portfolios make each student's learning journey visible. They may include sample work, reflections, project products, artwork, research, teacher feedback and self-assessments. Portfolios help students see their development over time and reflect on learning.

STUDENT-LED CONFERENCES

Student-led learning sharing meetings allow students to share their learning with families. Students present work, explain goals, share strengths, evaluate areas for development and reflect on the learning process. Teachers act as facilitators while students take ownership.

PARENT–TEACHER MEETINGS

Scheduled individual meetings allow families and teachers to review students' academic, social and emotional development together. Strengths, areas for growth, learning goals and needed support are shared through a collaborative exchange of information.

REPORTING

Student development is shared with families regularly according to the school reporting calendar. Reports consider not only academic development but also conceptual understanding, Approaches to Learning (ATL), IB Learner Profile attributes, social-emotional development and individual progress.

HOW CAN FAMILIES SUPPORT ASSESSMENT?

- value effort rather than only results
- see mistakes as learning opportunities
- review teacher feedback together
- give children opportunities to set their own goals
- ask open-ended questions about learning
- help children notice their own growth rather than compare themselves with others
- consider growth, responsibility, collaboration and effort alongside grades

In the IB PYP, assessment is not something that happens only at the end of learning; it is part of learning Its purpose is not to group students according to their academic level but to plan the next step in learning.

HOME LEARNING

LEARNING BEGINS AT SCHOOL AND CONTINUES THROUGHOUT LIFE

At Özel Işıkkent Primary School, we believe learning is not limited to school hours. Students continue learning through experiences, observations, reading, research and meaningful time spent with their families.

Home learning is therefore not planned to create a heavy academic workload. It is designed to support learning at school, develop curiosity and strengthen independent learning habits. Home learning takes students' age, development, individual needs and well-being into account.

HOME LEARNING

PURPOSE OF HOME LEARNING:

- support learning that takes place at school
- develop independent work habits
- build regular reading habits
- encourage research into topics of interest
- develop students' sense of responsibility
- support natural family participation in learning
- strengthen connections between learning and everyday life

Home learning is never designed to create excessive academic pressure or require families to take on the teacher's role.

HOW IS HOME LEARNING PLANNED?

Teachers plan home learning according to students' age, developmental characteristics and classroom programme. It may include daily reading, short research, observation, family conversations, creative-thinking activities, real-life problems, project preparation and individual responsibility tasks.

Meaningful and manageable activities are prioritised over repetitive or excessively demanding tasks.

DAILY READING

Reading is the foundation of all areas of learning. Developing a daily reading habit is therefore one of our priorities. Students are encouraged to read age-appropriate books regularly and talk about their reading with their families. The aim is not simply to finish books, but to make meaning, think, inquire and develop a love of reading. Families can also contribute by reading aloud and creating shared reading time.

PROJECTS AND RESEARCH

In some units of inquiry, students may be asked to conduct research, collect information, make observations or prepare materials. The purpose is to develop research, planning and independent-learning skills. Projects should be the students' own work. Families are expected to guide and support, but completing the work on behalf of a child can negatively affect learning.

THE ROLE OF FAMILIES

- create an appropriate working environment
- guide planning
- encourage independent work
- recognise effort
- support thinking by asking questions when needed
- help children develop regular reading habits

Making mistakes is a natural part of learning. Families are encouraged to focus on the learning process rather than results.

SCREEN USE AND DIGITAL LEARNING

Some home learning may require digital tools. In such cases, safe, informed and balanced technology use should be supported. Digital tools should be used to support learning; however, activities that may cause unnecessarily long screen time should be avoided.

Students should use reliable sources, respect copyright and behave ethically in digital environments. AI-supported tools may be used under teacher guidance to support students' own thinking. Presenting AI-generated content as a student's own work is not consistent with academic integrity.

HOME LEARNING

OUR EXPECTATIONS FOR HOME LEARNING

• complete work on time
• take responsibility for their own work
• ask teachers for support when needed
• work as independently as possible

Families should guide children's learning rather than complete tasks for them.

OUR PRIORITY: STUDENT WELL-BEING

Physical, social and emotional well-being is as important as academic development. Home learning is therefore planned so that students can balance learning with rest, play, family time, sport, arts and free time. Childhood is a holistic developmental period supported not only by academic achievement but also by play, exploration, movement and social interaction.

In the IB PYP, home learning provides meaningful opportunities for students to remain curious, inquire and connect learning with life outside school. It aims to strengthen independence and ownership of learning.

SCHOOL LIFE

A SAFE, ORDERLY AND SUPPORTIVE SCHOOL ENVIRONMENT

We value an environment in which students feel safe, are ready to learn and participate actively in school life. Our procedures are designed to ensure safety, support continuity of learning and establish shared routines within the school community. They are based on Ministry of National Education regulations, school policies and students' developmental needs.

SCHOOL UNIFORM

Why Do We Wear a School Uniform?

The school uniform strengthens students' sense of belonging, supports an understanding of equality and reflects school culture. It can reduce visible differences among students and help them focus on learning.
Students are expected to wear the official school uniform cleanly, neatly and completely.

Daily Uniform Use

• the uniform must be clean, ironed and neat
• uniform items must follow the models and colours determined by the school
• seasonally appropriate summer and winter options may be used
• only the school-designated sports kit may be worn for Physical Education
• different clothing may be allowed on special school days; families are informed in advance
• unapproved accessories, writing or images may not be added to the uniform
• all uniform items must be labelled with the student's full name

Labelling uniforms and personal belongings makes it easier to return lost items.

SHOES AND PERSONAL APPEARANCE

For safety and ease of movement, simple, comfortable and safe shoes should be worn. Students should wear sports shoes or suitable footwear for daily activities. Makeup, nail polish, and jewellery are not permitted in primary school, as earrings, necklaces, and bracelets can pose safety risks. For safety and practicality, long hair should be tied back, particularly during PE, art, and laboratory lessons.

PERSONAL BELONGINGS

• valuable jewellery
• large amounts of money
• electronic gaming devices
• smart watches and toys
• collectibles
• personal electronic devices not authorised by the school



These items should not be brought to school. When personal belongings must be brought for a specific reason, the student is primarily responsible for their safekeeping. Although the school takes necessary precautions, it cannot assume responsibility for loss or damage to personal belongings.

LOST PROPERTY

Lost items are kept in the school's Lost Property area. Clearly labelled belongings can be returned more easily. Families are encouraged to label uniforms, water bottles, lunch bags and other personal items.

ATTENDANCE

Regular Attendance Is Fundamental to Successful Learning

Regular attendance is important not only for academic development but also for students' social, emotional and physical development. In inquiry-based learning, students share experiences with classmates and teachers; therefore, absence means not only missed lessons but also group work, discussions, practical activities and social interaction.

Families are expected to notify the school according to the school's attendance procedures when a student cannot attend.

PUNCTUALITY

Being on time helps students start the day calmly, follow routines and participate fully in learning. Families are asked to plan arrival so that students can be ready for the beginning of the school day.

ARRIVAL AND DISMISSAL

Students are expected to enter and leave school according to the school's established procedures. Changes in dismissal arrangements must be communicated in writing to the relevant school unit in advance.

STUDENT HEALTH, SAFETY AND WELL-BEING

STUDENT HEALTH

The school aims to support students' physical, social and emotional well-being and works with families to maintain accurate health information.

HEALTH INFORMATION AND THE SCHOOL INFIRMARY

The school aims to support students' physical, social and emotional well-being and works with families to maintain accurate health information.

Health Information and the School Infirmary

At registration, families provide information about allergies, chronic conditions, special dietary needs, regular medication and other relevant health information. The school acts on written records and documented medical instructions.

When medication must be administered during school hours, it must be delivered to the school infirmary/nurse together with written information from the parent. Medication should not be carried in students' bags or handed to teachers. Families are responsible for keeping medication information and expiry dates up to date.

Changes in a student's health condition or treatment plan must be communicated to the infirmary promptly and in writing. Health procedures are based on written records rather than verbal notification.

For higher-risk conditions such as Type 1 diabetes, epilepsy, severe allergies, asthma or heart conditions, the school may request an Individual Health and Emergency Plan prepared by a physician. In an emergency, the infirmary follows the student's individual plan; when necessary, 112 Emergency Services are called, and the family is informed as soon as possible.

Students' medical information is protected in accordance with confidentiality and the Turkish Personal Data Protection Law (KVKK) and is shared only with relevant personnel on a need-to-know basis.

EMERGENCY PROCEDURES

The school maintains current emergency plans for earthquakes, fire and other emergencies. Students participate regularly in emergency and evacuation drills. In an emergency, school leadership prioritises student safety and informs families through official communication channels as soon as possible.

CAMPUS SAFETY

Campus entrances and exits are monitored by security personnel. Visitors complete registration procedures and enter the campus with a visitor card. Students are released only to their parents or adults authorised in writing in advance. Identification may be requested when necessary.

PSYCHOLOGICAL COUNSELLING AND GUIDANCE SERVICES

The Psychological Counselling and Guidance Unit supports students' social, emotional and developmental needs through developmental guidance, preventive work, individual support, classroom guidance activities, parent education and teacher consultation.

Guidance services are conducted according to confidentiality, voluntariness and the best interests of the student. Individual meetings, classroom activities, observations and, when appropriate, small-group work may be used. Student development is monitored in collaboration with teachers and school leadership, and families are consulted when needed. Families may also be referred to external specialists or institutions when appropriate.

CHILD PROTECTION

Özel Işıkkent Primary School considers it a fundamental responsibility to provide a learning environment in which all students are physically and emotionally safe. Child protection practices are implemented in accordance with national legislation and school policy.

STUDENT HEALTH, SAFETY AND WELL-BEING

• all staff prioritise children's safety
• necessary precautions are taken against neglect, abuse and other risks
• suspected concerns are reported to the relevant school units in accordance with the Child Protection Policy
• processes are conducted with due regard for confidentiality

Families are also expected to co-operate with the school in practices that support children's safety and to share important information that may affect a student's development in a timely manner.

INCLUSIVE EDUCATION

We believe every student contributes to the learning community through their individual characteristics, interests and learning needs. Teaching is differentiated as far as possible to support active participation by all students. When needed, individual planning may be developed collaboratively by the Guidance Unit, teachers and families.

PEER RELATIONSHIPS AND PREVENTION OF BULLYING

We aim to create a school culture in which every student feels safe, valued and included. Peer conflict may be a natural part of development; however, systematic, intentional and repeated bullying behaviour is not permitted.
• respect differences
• develop empathy
• build safe communication skills
• resolve problems peacefully

When bullying is suspected, the school administration, Guidance Unit, teachers and families work together to assess the situation and plan appropriate support.

DIGITAL CITIZENSHIP

Responsible, safe and ethical use of technology is an important life skill. Students learn to behave respectfully online, protect personal information, use reliable sources, respect copyright and understand their digital footprint. Families are encouraged to provide age-appropriate guidance for technology use at home.

WELL-BEING IS EVERYONE'S RESPONSIBILITY

Creating a school environment in which students feel safe, valued and happy is a shared responsibility of leadership, teachers, families and students. A trusting, inclusive and supportive school culture strengthens not only academic achievement but also the social and emotional skills students will carry throughout life.

NUTRITION AND DINING SERVICES

HEALTHY NUTRITION SUPPORTS HEALTHY LEARNING

Our nutrition and dining services aim to support students' healthy growth, development and readiness to learn. Meal services are organised with students' age, nutritional needs and food safety in mind.

Families are expected to share information about allergies, special dietary needs or medical dietary requirements with the school in writing and to keep this information up to date.

Students are encouraged to develop healthy eating habits, make appropriate choices, respect shared dining spaces and follow hygiene and safety routines.
Families should contact the relevant administrative unit regarding questions or concerns about menus, dietary arrangements or dining services.

TRANSPORTATION AND BUS SERVICES

TRAVELLING SAFELY

Ensuring that students travel safely to and from school is one of our highest priorities. Bus services are provided by authorised service providers in accordance with relevant regulations. School leadership, service providers and families work together to support student safety.

BUS RULES

- wear seat belts
- follow the instructions of bus staff
- avoid behaviour that may put others at risk
- board the bus on time

If unsafe behaviour is repeated on the bus, the family will be contacted and appropriate preventive measures will be planned.

PICK-UP FROM SCHOOL

For student safety, children can only be collected by parents or individuals authorised in writing. Notifications made after this time will not be processed. For student safety, written notifications take precedence over verbal messages.

HOLISTIC DEVELOPMENT, AND AFTER SCHOOL PROGRAMMES

LEARNING IS NOT LIMITED TO LESSON HOURS

Our after-school programmes support students in discovering interests, developing new skills and strengthening social development. Programmes in art, sport, science, technology and other areas contribute to students' holistic development.

Once a student is enrolled in the Holistic Development Programme (HDP) / After-School Programme (ASP), changes may only be made with administrative approval. The student must submit a written request with an explanation and may change programmes after approval. This opportunity is limited to one change during the academic year and applies only in the first two weeks.

HDP/ASP enrolment is annual. During the two Student-Led Conference (SLC) weeks held once each semester, HDP/ASP sessions will not take place.

Students enrolled in HDP/ASP are expected to attend regularly. Consistent attendance is important for both individual learning and the continuity of group work. Programme changes and withdrawal procedures are conducted according to the school calendar.

DIGITAL CITIZENSHIP

RELIABLE AND ETHICAL LEARNING

Academic integrity is a core value of the learning process. Students are encouraged to produce their own work, respect others' ideas, acknowledge sources and learn without fear of making mistakes. Age-appropriate academic integrity habits are developed throughout the primary years.

USE OF ARTIFICIAL INTELLIGENCE

AI tools can be valuable resources for supporting learning. However, they should not be used as systems that think or create products in place of the student.

- develop ideas
- enrich research
- receive feedback
- explore different perspectives

Students may use AI under teacher guidance for these purposes. Presenting AI-generated content as the student's own work is not consistent with academic integrity.

DIGITAL SYSTEMS AND PARENT PORTAL

SAFE AND FAST ACCESS TO SCHOOL INFORMATION

The school uses digital communication and information-management systems to strengthen school–family communication.

- follow announcements
- access academic information
- view attendance information
- check the activity calendar
- complete required forms
- follow information shared by teachers

Families are responsible for keeping contact information up to date and are expected to check digital systems regularly. Users are responsible for the security of their own account credentials. Sharing passwords with third parties should be avoided and strong passwords are recommended.

PSYCHOLOGICAL COUNSELLING AND GUIDANCE SERVICES

SUPPORTING THE WHOLE CHILD

The Psychological Counselling and Guidance Unit supports students' social, emotional and developmental needs and contributes to a safe, inclusive and supportive learning environment.

Our work includes developmental guidance, preventive programmes, individual student support, classroom guidance activities, parent education and teacher consultation. Services are carried out according to the principles of confidentiality, voluntariness and the best interests of the student.

Individual student meetings, classroom guidance activities, observations and, when needed, small-group work are used to support students in understanding themselves, building healthy relationships, developing problem-solving and self-management skills, and adapting positively to school life.

Students' development is monitored collaboratively with teachers and school leadership. We work in close partnership with families so that the child's development can be supported holistically. Families may also be referred to appropriate external specialists or institutions.

The Guidance Unit plays an active role in behaviour-support processes. When behaviour is repeated or affects a student's social-emotional development, the unit considers the student's needs, develops appropriate support plans and guides teachers and families. Work is conducted without labelling students and follows a solution-focused and restorative approach.

The unit also works in accordance with the school's Child Protection Policy. Situations involving risks to students' physical, emotional or social safety are assessed with the relevant school units, and protective and preventive measures are planned according to the best interests of the student. All guidance and counselling services are carried out in accordance with ethical principles, confidentiality standards, and MEB regulations.

BEHAVIOUR EXPECTATIONS

At Özel Işıkkent Primary School, students' social, emotional and ethical development is valued alongside academic development. To create a safe, respectful and inclusive learning environment, students are expected to:

- treat themselves and others with respect
- value everyone's right to learn
- be sensitive and inclusive towards differences
- follow shared school rules and classroom essential agreements
- take responsibility for their behaviour

- try to resolve problems through communication, collaboration and restorative approaches
- take care of the school environment and shared spaces
- behave safely at school, during school activities and on school buses

Student behaviour is guided by the IB Learner Profile attributes and core school values. Positive choices are consistently recognised and reinforced, with student development tracked in active partnership with families.

BEHAVIOUR POLICY

Our behaviour management approach is preventive, educational, restorative and development-focused. The aim is not to punish students but to help them understand the impact of their behaviour and guide them towards appropriate choices.

When behaviour expectations are not met, the school first seeks to understand the reason for the behaviour. Teachers, the Guidance Unit and school leadership plan appropriate support. Families are informed and involved when necessary. For repeated or safety-threatening behaviour, a graduated response may be implemented in accordance with the school's Behaviour Policy. Depending on the nature of the behaviour, guidance support, behaviour monitoring plans, family meetings and necessary administrative measures may be used.

Individual developmental characteristics are considered in behaviour processes. All practices are fair, confidential and guided by the best interests of the student.

CHILD PROTECTION POLICY

Özel Işıkkent Primary School considers it a fundamental responsibility to provide an environment in which all students are physically and emotionally safe. Child protection work is conducted according to the best interests of the child.

- all staff prioritise children's safety
- necessary precautions are taken against neglect, abuse and risk
- concerns are reported to relevant units in accordance with the Child Protection Policy
- processes are handled confidentially

Families are expected to cooperate with the school in practices that support children's safety and to share important information affecting students' development in a timely manner. Our behaviour and child protection policies go hand in hand, placing student safety, well-being, and individual development at the centre of every decision.

FREQUENTLY ASKED QUESTIONS (FAQ)

What should I do when my child is ill?
Please inform the Student Affairs Office and the class teacher before the school day begins

If we are late, will my child be admitted to class?
Yes. The student first checks in with Student Affairs office and is then directed to the classroom at an appropriate time

Is a medical report required for an absence?
For prolonged health-related absences or when considered necessary by the school, documentation from a healthcare provider may be requested

How can I reach a teacher?
You may contact the teacher by email or arrange an appointment through the school system.

Where can we obtain the school uniform?
Current information about uniform sales is shared with families at the beginning of the academic year.

Where can we find lost belongings?
Please contact the Lost Property area or the relevant school staff member.

What should I do if someone else will collect my child?
You must notify the school in writing in advance and provide the details of the person who will collect the student.

What happens if home learning is not completed?
The teacher first seeks to understand the reason and adopts a supportive approach. The aim is not punishment but development of responsibility.

Whom should I contact about a problem my child experienced in class?
The first point of contact should be the class teacher. When necessary, the Psychological Counselling and Guidance Unit or school administration will become involved.

How will the school inform me during the day?
For emergencies, families are contacted by telephone. Routine information is shared through official digital communication channels and email.

Can my child bring a mobile phone to school?
Primary school students should not bring mobile phones to school. If a device is necessary due to exceptional circumstances, parents must notify the school administration in advance, and the phone must be stored according to school procedures.

How are photographs and videos shared?
Student photographs and videos may be used by the school in accordance with applicable personal-data legislation and parent permissions. Families are expected not to share images of other students without permission.

Can forgotten school materials be brought to school during the day?
Yes, but this should be exceptional so that students can develop responsibility, and deliveries must follow the school's procedures.

CLOSING MESSAGE

Together We Learn, Together We Grow

Dear Families,

This handbook has been prepared to share our school practices, shared expectations and educational approach with you. We also know that no book can create a strong school culture on its own. What makes school culture meaningful is the people who share the same values, trust one another and work together towards a common purpose.

At Özel Işıkkent Primary School, we believe every child has a unique learning journey. Our aim is not simply to develop academically successful individuals, but to guide the growth of students who are curious, research-oriented, thoughtful, inquisitive, communicative, respectful of differences and willing to make a positive contribution to the world around them.

Families are our most important partners on this journey. Through trust-based cooperation between school and family, children feel safe, develop positive attitudes towards learning and gain the courage to realise their potential.

In the learning community we build together, every perspective, contribution and act of collaboration adds value to students' development. As long as we act with open communication, mutual respect and shared responsibility, we can continue creating a strong, inclusive and inspiring learning environment for our children.

Supporting our students to become successful and happy not only in today's world but also in the world of the future, while strengthening their character, values and life skills alongside academic development, is one of our most important responsibilities.

Thank you for your trust, cooperation and contribution throughout this journey.
We wish all our students, families and colleagues a 2026–2027 academic year filled with health, happiness, learning and inspiration.

Kind regards,
Özel Işıkkent Primary School Administrationn

CONTACT INFORMATION

GENERAL CONTACT INFORMATION

Işıkkent Education Campus
Karacaoğlan Mahallesi 6240/5 Sokak No: 3, 35070 Yeşilova-Bornova-İZMİR

Telephone: (232) 462 71 00 Fax: (232) 462 71 02

Website: www.isikkent.k12.tr Email: primaryschool@isikkent.k12.tr

You can reach the school by dialling the relevant extension through the main switchboard. Personal telephone numbers of school staff cannot be provided to parents or students. We thank you in advance for respecting this procedure.

INTERNAL CONTACT POINTS

- Administration
- School Infirmary
- Library
- I-Store
- Transportation / Bus Services

EDUCATIONAL STAFF

- **Leadership Team**

Primary School Principal	Yalçın KURT	ykurt@isikkent.k12.tr
Primary School Vice Principal	Güneş UÇAR	gucar@isikkent.k12.tr
PYP Coordinator (Grades 1–2)	Pınar KÖSE METİN	pmetin@isikkent.k12.tr
PYP Coordinator (Grades 3–4)	Gökşen AKYOL KIZILKAYA	gakyol@isikkent.k12.tr
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Special Learning Advisor	Melek SARIKAYA	msarikaya@isikkent.k12.tr
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CONTACT INFORMATION

- **Academic Staff**

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NOTE: Teacher–parent meeting times are shared with families during September.

IŞIKKENT
EĞİTİM KAMPÜSÜ



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