



DIREZIONE DIDATTICA
“Ilaria Alpi”

dd#il@ri@lpi

Scuole dell'infanzia don Milani, Lodesana, Maria Magnani

Scuole primarie De Amicis e Ongaro

Via XXV Aprile, 24 - 43036 Fidenza (Parma)

Tel. 0524/523687 - c. f.: 91014010341

E-MAIL: pree07500b@istruzione.it PEC: pree07500b@pec.istruzione.it

Sito web: www.ddfidenza.edu.it

DIREZIONE DIDATTICA “ILARIA ALPI”- via xxv aprile- telefono 0524/523687 – FIDENZA (PR)

SCUOLA PRIMARIA/*Primary school*:

“De Amicis”- via XXV aprile – telefono: 0524/523687

“Ongaro” – via Caduti di Cefalonia – telefono 0524/526412

SCUOLA DELL’INFANZIA/*Pre-school*:

“Don Milani” – via Borsi- telefono 0524/83334

“Lodesana”- loc. Montauro – telefono 0524/83492

“M. Magnani” – via XXV aprile- telefono 0524/523687

TEACHING AND HOURLY SCHEDULE

PRE-SCHOOL

08.00-09.00 *ENTERING*

(at 07.30 only at “M.Magnani” school whether required by parents, both of them working)

Activity: kids welcoming by one Teacher for each section section/class

09.00- 10.00 *COLLECTIVE WELCOMING*

Activity: attendees, calendar, talking, songs, free play in apposite spaces and break with fruits

10.00- 11.30/11.45 *DOING PLANNED EDUCATIONAL ACTIVITIES*

Activity: execution of guided activities in small team, activities are diversified by age. In “Lodesana” school these activities are in “open sections” meaning in groups of same-age kids.

11.30/11.45 – 11.45/12.00 *LEAVING OF KIDS NOT ATTENDING LUNCH*

11.45/12.00 – 12.45/13.00 *LUNCH*

12. 45/13.00- 13.15/13.30 *LEAVING OF KIDS NOT STAYING FOR THE AFTERNOON*

Activity: free or ruled play, songs, books reading

13.15/13.30 – 15.00/15.15 *RESTING* (for 3 and 4 years kids) *AFTERNOON LABS* (for 5 years kids)

Activity: workshops in inter-sectional groups of 5 years-kids attending their last year of pre-school.

15.30/15.45- 16.00 *LEAVING*

Activity: free or ruled play while waiting for parents.

PRIMARY SCHOOL

Classes are attended for 27 (from 8.00 to 12.30) or 40 hours (from 8.00 to 16.00), basing on what parents required at school enrollment and the availability of school personnel. According to the Law dtd Dec. 30th 2021, for 4th and 5th year only, there shall be up to 2 more hours of Physical Education with a certified Teacher. Thus for 4th and 5th year classes attending “regular time” (27 hours/week) an afternoon return is foreseen so that to reach out 29 hours/week, with option of using the canteen service on a voluntary basis.

Subjects: Italian, EU languages (English), Music, Art and drawing, Body-Movement-Sport, History, Geography, Mathematics, Natural Science, Technology, Religion, Civics (33 hrs per year)

ACTIVITIES

To plan the educational activities, both school levels make reference to the school curriculum prepared in compliance with “National Guidelines” as well as to the fields of experience (pre-school) or curricula of each subject (primary school). The didactic planning is implemented through training experiences aimed to qualify the educational process. Thus, Teachers execute further projects in cooperation with local experiences targeting to value the social and cultural context where the school is and also they take part to fairs, innovative projects and trials on a regional, national and international level.

This extension of the educational proposal gives to the students additional chances of growth and allows widening their skills and competences, promoting their school success.

The projects are approved by the “Collegio dei Docenti” (Teachers’ Board) and the “Consiglio d’Istituto” (School Council); their economic sustainability depends on the school itself, the PONs, the PNSD and the families’ contribution.

Whoever wish to have a look on these projects can go on the school website, where the section “Offerta Formativa” of the Ptof document gets an yearly update.

ACTIVITIES RELATED TO THE PNSD (NATIONAL PLAN FOR DIGITAL SCHOOL)

The school buildings have their own digital areas, where technological stuff, combined with labo methods, support and widen the capability of the education in terms of learning, inclusion and integration. Various Teachers, both from pre-school and primary school, are developing processes to foster computational thinking by doing activities such as Tinkering, Coding, blocks visual Coding through applications such as Programma il Futuro, Code.org, Scratch, Makeblock and 3D modelling with Tinkercard.

Moreover, since the schoolyear 2021/2022, the Direzione Didattica attends the ReadER project, which is aimed to “increase reading opportunities, exploiting the digital mode, in a perspective of continuous and transversal learning that enhances communication skills, vocabulary enrichment and multilingual skills, familiarity with new technologies...”. All teaching personnel and all students of primary school have an account that gives them access to almost 70.000 ebooks and more than 2 million Open Educational Resource for teaching and learning.

EXPECTED COMPETENCES

WHEN ENDING THE PRE-SCHOOL

The child:

- recognizes and expresses his own emotions, is aware of desires and fears, feels his or others' states of mind;
- has a positive approach to his corporeality. He develops sufficient self-confidence, is progressively aware of his own resources and limitations;
- expresses curiosity and desire to experiment, interacts with things, environment and people;
- shares experiences and games, uses common objects and resources, gradually faces conflicts and begins recognizing the behavior norms in private or public contexts;
- develops an attitude of asking and asking to himself meaningful questions on ethical and moral issues;
- understands different points of view, considers and negotiates meanings, gets knowledge from errors.

WHEN ENDING PRIMARY SCHOOL

The student, through the school thoughts, the individual studying, what experienced with his family or in his community, is able to begin facing by himself and assuming his responsibility those situations typical of his age, by thinking and by expressing his own personality in all its aspects.

He is conscious of his capabilities and his limits; he uses knowledge keys to understand himself and other people, to acknowledge and value different identities, cultural and religious traditions, with a dialogical and respectful mutual approach. He interprets the symbolic and cultural systems of society, he guides his choices consciously, respects the common rules, he collaborates with others for the construction of the common good by expressing his personal opinions and sensibilities. He is committed to completing the work begun alone or together with others.

EVALUATION OF LEARNING

PRE-SCHOOL

Kids evaluation is a constant and daily practice as it precedes, addresses and support the learning process. This approach does not only measure the type of kids' skills evolution, but it becomes as well a measuring the efficiency and the quality of the procedures adopted and the means implemented. During the initial school period Teachers evaluate the initial scenario, by observing and catch the expectations and the educational needs that every child has and aiming to define eligible spaces for didactic experiences to be significant and inspiring. During the school year Teachers observe the moments that mark the school day in order to check the suitability of the educational practices applied and, if needed, to re-target the planning. At the end of pre-school attendance, there are speeches with the primary school teams during which the document "Tracce di me" (Tracks of me) and the grid "Analisi e valorizzazione del bambino" (analysis and evaluation of the child) are shared so that to inform on the educational path followed and the objectives that each single student reached.

The families, which are an active part of this assessment, are updated through individual speeches and giving them back documentation made by their kids' papers.

PRIMARY SCHOOL

Looking for commons criteria, which are necessary to guarantee uniformity, equality and transparency in the evaluation, start from the need of considering, when evaluating, the following aspect: learning results compared to the initial conditions and the following improvements; level of participation; ability of cooperation; getting used to self-evaluate and thinking about his own work; expressed efforts and interest.

Consequently, the evaluation has an educational and ideographic value; it deals with a critical balance and a certification; it matches with going over the sanction recognition, positive and negative, in favor of a teaching conduct that promotes self-assessment and the development of student learning strategies. In fact, the didactic evaluation has the goal of making the student aware of his own position towards the established targets; of making the Teachers acknowledging the effectiveness of the methods implemented to possibly adequate the teaching; of giving to the families a prove of the levels children reached in terms ability, knowledge, competence and behavior. According to the O.M. 172, the intermediate and final learning assessment is expressed, for each subject, including also Civics, through a descriptive judgement written on the school report.

INCLUSION AT SCHOOL

The inclusion represents a priority value for our school, as it can guarantee to each student with special educational needs to fully participate at the school life and it promotes anyone's educational success. This becomes possible thanks to spreading an including culture which becomes real in a active engagement of the entire school community. There are many strategies that could be adopted so that to value the strength points of each student and to adapt the activities to the effective needs: working in small groups, peer tutoring, cooperative learning, problem solving, CAA, use of didactic technologies (digital board and other digital stuff), maps, schemes, brainstorming. Where foreseen, the school implements a Piano Didattico Personalizzato (Personal Didactic Plan), updated on a yearly basis. Moreover, necessary procedures are active for an early detect of possible DSA diseases in students, through tests in 1st and 2nd classes and, according to available resources, there are workshops for kids of the 1st year that require special attention. For children with a certification (ex l. 104/1992), the achievement of goals identified in the Individual Educational Plan is constantly monitored during the year.

The school realizes welcoming activities for students with a citizenship other than the Italian one recently arrived on our area, it organizes events regarding the intercultural education and courses for the Italian literacy (oral, written and study).

The objectives aiming to include are checked through the PAI and with the GLI (Gruppo di Lavoro per l'Inclusione – workshop for inclusion), which is attended by: the School Director, Teachers, ASL (Public Health) experts, associations, families.

VOLUNTARY AND INSURANCE FEE

The funds allocated by the Ministry of Education can cover costs for the basic functioning, but are not enough consistent to cover the expenses for projects implemented to widen the curriculum.

The voluntary fee paid by families allows to make the projects starting as integration to regular educational activities, ensuring the purchase of didactic and digital stuff and consumables, for both pre-school and primary school.

For each year the Consiglio d'Istituto (School Council) determines the fee to pay, with different amounts depending on how many kids attend the Direzione Didattica.

This fee include also the mandatory quote for the Insurance.

This year too the quote is established to be € 35,00, with these punctualities:

- families with 2 children both attending the Direzione Didattica Ilaria Alpi in Fidenza shall pay € 60,60;
- families with 3 children both attending the Direzione Didattica Ilaria Alpi in Fidenza shall pay € 80,90

Payments released by the school secretariat (taxes and school fees, guides trips, school trips, voluntary fee etc...) the mean to use is "Pago in Rete". Payment can be done:

- on-line with credit card;
- through postal order on-line charged on the account;
- at tobacco shops, bank counters or other payment service providers, displaying the payment document prepared by the system carrying the BAR-code and QR-code.

For cases where is not possible the access to the "Pago in Rete" system it is possible to reach out the school secretariat Accounting dpt being there during opening hours or by phone dialing the 0524523687 or sending a mail to pree07500b@istruzione.it specifying name of the student, class and building attended so that the personnel can print out the payment order (or create and send it in digital copy).

RELATION SCHOOL/FAMILY

The DPR 416/74 instructed about the definition of the school Organi Collegiali (collegial bodies) with the purpose of reaching the co-responsibility among all parties (Teachers, parents, ATA personnel - staff). The bodies are: Consiglio d'Istituto (school council), Giunta Esecutiva (executive board), Consigli di Interclasse/Intersezione (interclass/intersection councils).

Fundamental is the presence of the parents to the class/section meeting as well as to individual speeches, which all are chances for an info exchange and a moment for Teachers and families to discuss.

PTOF

The Ptof (Piano triennale dell'Offerta Formativa – three-years plan for the educational proposal) represents the main instrument of the school self-government as it expresses the strategies, the educational proposal and the organization that the Direzione Didattica adopted in compliance to the national guidelines and tailored in the social-cultural-economic context where the school institute is established, and also to the educational needs of the students. This document is defined by the Collegio Docenti (teachers council) according to the addresses given by the Dirigente Scolastico (school director), it is integrated by the RAV (Rapporto di Autovalutazione – auto valuatival report) and the PdM (Piano di Miglioramento – plan for improvement) and it is finally approved by the Consiglio d'Istituto.

PdM – PLAN FOR IMPROVEMENT

By defining the PdM the Dirigente Scolastico (school director) together with an internal team focused on the self-evaluation follow certain priorities and milestones identified by the school itself through the RAV. Here the school identifies its own points of strength/weakness, related to the students' results and the educational process.

The PdM means to reach targets in the student's growth related to their learning rhythms and processes', focusing on their individual paths, motivations and learning appreciation. The way the PdM is executed is made by promoting the team-work among Teachers, their own education and self-education through training courses and the dialogue among them to share good practices.

To have a look onto the priorities and the targets derived from the RAV, the Ptof shall be read on the school website.