

JORDAL SCHOOL

Information for parents



The school's educational platform

We believe that

- Everyone wants to learn and develop
- We create mastering experiences by seeing and recognizing the pupils' strong sides
- People like challenges
- People are responsible and wish to belong in a good and positive milieu

At Jordal we want our pupils to:

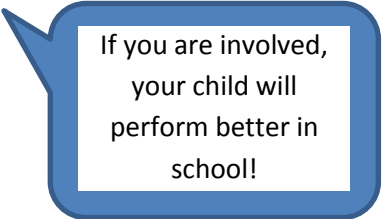
- Contribute to a good learning environment in the class and at the school
- Be responsible by not participating in any form of bullying
- Arrive on time and be prepared for class
- Work hard on their subjects and do their schoolwork for the assigned time
- Have their school material in order and ready to use at any point in time

At Jordal we would like parents to:

- Be involved and display positive interest in the school and the pupils' schoolwork
- Ensure that the pupil comes prepared to school
- Attend parents' meetings and performance reviews at the school
- Address any unclear matters and raise questions directly with the school

At Jordal the teachers must:

- Provide a good learning environment in class
- Ensure that they have good relationships with the pupils
- Set clear demands on the pupils, both individually and as a group
- Have concrete goals for the lessons and communicate these to the pupils
- Vary and adapt their teaching
- Give positive and constructive feedback
- Summarize each lesson, check whether the goals have been satisfied and explain what will happen in the next lesson



If you are involved,
your child will
perform better in
school!

THE SCHOOL'S VISION: WE SEE THE WHOLE PERSON

Cooperation between the home and school

Good cooperation between the home and school is important for pupil motivation and learning. Parents are important for the children's learning, and children who receive support and assistance at home have greater opportunities to do well in school.

Parents' meetings

At parents' meetings the parents of children in the same class will meet homeroom teachers and subject teachers. Parents here receive information from the school, share experiences with others and contribute to creating good cooperation between home and school.

At Jordal we would like all parents to participate in these meetings. The school can provide an interpreter if such a need arises. It is important that parents come to parents' meetings!

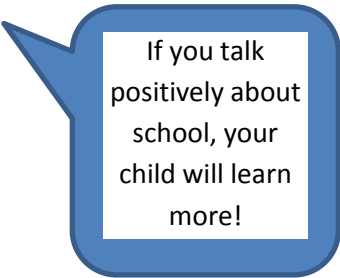
The performance review

Jordal arranges performance reviews once every six months. The pupil, parents, homeroom teacher and occasionally subject teachers will participate in these meetings. Parents will be informed about these meetings well in advance.

These performance reviews will be used to create mutual trust and an atmosphere where all types of issues can be discussed openly. The reviews should be useful for the pupil in further schoolwork. The performance review concludes with a summary where the pupil, teacher and parents reach agreement on what needs to be given particular attention in the pupil's further schoolwork. It is important that parents come to the performance reviews!

Homework

All pupils need good routines for homework. We recommend that the pupils spend at least one hour on homework each day from Monday through Thursday, and more during periods with tests and hand-in assignments. Parents should remind their children that they have homework and must do it. You can also help your children by having a good encyclopaedia/dictionary at home. If your child needs help with homework, this can be arranged at the school every Monday, Tuesday, Wednesday and Thursday from 2 pm to 4 pm.



If you talk
positively about
school, your
child will learn
more!

Subject syllabuses

All subjects in school have a syllabus. Each subject has competence goals and basic skills. At Jordal the competence goals in each subject after Year 10 state what the pupils should be able to do and know. The teachers use these competence goals as the basis for their year plans and work plans in Year 8, Year 9 and Year 10. You will find information about the school's year plans on the electronic learning platform Fronter in the room called "Informasjon for alle Jordal" [Information for everyone at Jordal].

Basic skills

Learning basic skills is an important part of each pupil's schooling. The basic skills are:

- Reading
- Doing mathematics
- Expressing oneself in writing
- Oral skills
- Digital skills

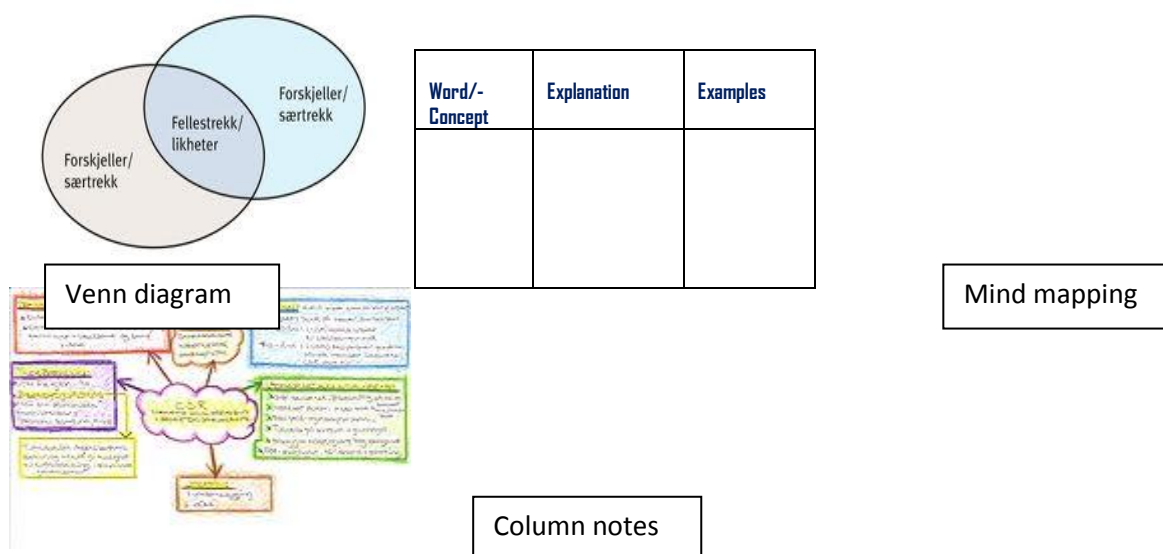
National tests

National tests will be carried out in Year 8 and Year 9. Pupils in Year 8 sit for national tests in reading, mathematics and English. Pupils in Year 9 sit for national tests in reading and mathematics. The teachers correct the tests, and the results can be used in a positive way to show what the pupils need to work more with. For this reason the national tests are a theme during the performance reviews.

Learning strategies

Another important part of the pupils' schooling is to learn to use various learning strategies that may help them to learn in a better way and remember more.

At Jordal the pupils learn to use many learning strategies, such as the BISON overview (a system that assists learning), keywords, VENN diagram (logical connections between amounts), VØSLE (a form used to have control over own learning), timelines, mind mapping, column notes and writing a log.



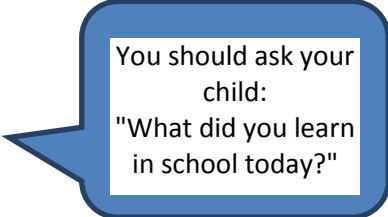
The Venn diagram above says: Differences/special characteristics - Common features/similarities - Differences - special characteristics

The pupils shall learn the following in their subjects:

Norwegian:

In the Norwegian subject pupils must be able to write texts in different genres, give oral presentations and extract relevant information from the texts they read. We focus on how the texts are read with good coherence and understanding, and that the texts that are written are adapted to the recipient.

Reading and writing strategies are an important part of the Norwegian subject, and it is vital that the pupils are familiar with the different phases in reading and writing texts.



You should ask your child:
"What did you learn in school today?"

Mathematics:

The pupils need to learn and practise quite a lot of material in mathematics. On different levels throughout school the pupil must be able to:

- Know the multiplication table by heart
- Consider solutions and make estimates before calculating
- See the relationship between fractions, decimal numbers and percent
- Do mathematics with practical measurements such as length and circumference, area and surface, volume, distance, speed and time
- Factor algebraic expressions and solve equations and inequalities
- Convert ordinary units such as kg and g, km and m, m and cm, dm^2 and cm^2 , litre (dm^3) and cm^3
- Represent data in tables and diagrams, and calculate median, mode and averages in data material
- Calculate probabilities
- Present function expressions as graphs and tables

English:

In the English subject the pupils must learn words and expressions, grammar, spelling, syntax and pronunciation. The pupils must be able to:

- Give prepared verbal presentations
- Participate in conversations
- Read and write different types of texts

The themes the pupils study are history, geography, social life and culture in English-speaking countries. We recommend that each pupil should read at least one English-language book every six months. Such books can be borrowed from the school library.

Pupils in lower secondary school may take upper secondary school subjects

Pupils with sufficient competence in subjects in lower secondary school to attend the teaching in one or more subjects in upper secondary school may now do so. Contact the school's guidance counsellor if you want to know more about this.

Assessment

The pupils must know the learning goals and what the assessment of pupil competence attaches importance to. This is done by issuing assessment criteria and characteristics of goal attainment for tests and mock exams.

Grades

The basis for setting grades in lower secondary school is assessment of the pupil's competence in relation to the competence goals given in the syllabus for each subject.

The grading scale is from 1 to 6, where 1 is lowest and 6 is the highest grade. The grades correspond to the following levels of competence:

- 1 – the pupil has a very low degree of competence in the subject
- 2 – the pupil has a low degree of competence in the subject
- 3 – the pupil has a fair degree of competence in the subject
- 4 – the pupil has a high degree of competence in the subject
- 5 – the pupil has a very high degree of competence in the subject
- 6 – the pupil has an exceptionally high degree of competence in the subject

Continuous assessment

Continuous assessment means all the assessment given during the teaching, from the day-to-day feedback from the teacher to the pupil about work done in class, to grades set for mock exams and term grades given twice a year.

The pupil's self-assessment is part of the continuous assessment.

Final assessment

The final assessment is the grade entered on the pupil's diploma after Year 10. The final assessment gives information about the pupil's level of competence when the teaching of a subject is finished.

Orderliness and conduct grades

The grades for orderliness and conduct are set twice annually, the same as all other subject grades.

The grades used for orderliness and conduct are Good (best grade), Fair and Poor (lowest grade).

Order

When setting a grade for orderliness, the teachers assess whether the pupil complies with the rules for orderliness stipulated at the school. The rules for orderliness include whether pupils have their books and school material, whether they have done their homework and whether they are late for class.

Conduct

When setting a pupil's conduct grade the teachers attach importance to how pupils behave towards other pupils, teachers and other employees. This concerns whether the pupil takes part in pestering or bullying other pupils, whether the pupil answers teachers in an impolite way, whether the pupil complies with what the teacher instructs pupils to do in class, and how the pupil behaves during breaks. Undocumented absence and truancy are counted as violations of the conduct rules.

Individual learning plan (ILP – “IOP: individuell opplæringsplan”)

An individual learning plan is prepared for pupils needing special education. This plan shows the goals and content of the teaching, and how it is to be performed and organized.

The ILP is prepared by the school based on an expert assessment made by the PPT (the educational and psychological counselling service) and official decisions concerning special education.

Learning environment

All pupils have the right to a good and inclusive learning environment. “Learning environment” means the conditions at the school that impact pupil learning, health and well-being.


If we are to have a good learning environment, it is vital that all the school’s stakeholders contribute. Pupils, parents and school employees are all important for the development of an inclusive and safe learning environment.

Bullying

Bullying means an unequal power relationship between the bully and the person being bullied, and the episodes are repeated over time. The learning environment in the class greatly impacts the development of bullying. No parents can be assured that their child will never bully or be bullied.

Bullying may be:

- Verbal - for example calling someone names
- Social - for example being excluded
- Material - for example having clothes or property ruined
- Psychological - for example being threatened or forced to do something
- Physical - for example being hit or kicked
- Digital - for example being picked on through social media and on the web



Report to the school if you hear about bullying!

Children observe and are quick to understand what goes on at school. Often children who are not involved in bullying will observe this and talk about it at home. This may occur long before the bullied child talks about it at home. Therefore we as adults must also take responsibility for other children than our own. If we hear that other children are suffering, we must notify the parents about it. The school is responsible for initiating measures to stop bullying.

Contact information:

Name:	Position:	Telephone:	E-mail
Halvor Holm	Principal	23 24 23 50	halvor.holm@ude.oslo.kommune.no
Joachim Hirsh	Deputy principal	90 94 78 68	joachim.hirsh@ude.oslo.kommune.no
Trine Gustafson	Head Teacher	97 12 20 59	trine.gustafson@ude.oslo.kommune.no
Sigrun Skrøvset	Head Teacher	90 83 13 08	sigrun.skrovset@ude.oslo.kommune.no
Elin Rogndokken	Social teacher	91 73 64 18	elin.rogndokken@ude.oslo.kommune.no
Hanne Ellertsen	Office manager	23 24 23 50	hanne.ellertsen@ude.oslo.kommune.no
Therese Thrane	Consultant	23 24 23 50	therese.thrane@ude.oslo.kommune.no
Yassine Erofali	Consultant	99 46 10 24	yassine.erofali@ude.oslo.kommune.no

Health service at Jordal:

Name:	Position	Telephone:	Office hours:
Ellen Engfeldt og Julie Frøystad	Health nurse	23 24 23 90	Mondays, Tuesday, Wednesday and Fridays in odd-numbered weeks 8.30 am to 3.30 pm
	Physiotherapist	95 45 04 03	Wednesdays 8.30 am to 3 pm
	School psychologist	95 45 04 03	Thursdays 9 am to 2.30 pm

