



Schoolguide

2026-2027



Nieuw Kralingen
Education for life



Foreword



Dear Parents and Caregivers,

A warm welcome to Nieuw Kralingen Primary School.

In this school guide, we would like to tell you more about who we are, what we stand for, and how we shape our education.

Nieuw Kralingen Primary School is growing alongside the new neighbourhood: a school in development where, together with our children, parents, and staff, we are building a warm, safe, and inspiring learning environment. It is a place where every child feels welcome, enjoys coming to school, and is given the opportunity to reach their full potential.

At our school, every child's development is at the heart of everything we do. We encourage children to discover their talents and place great emphasis on curiosity, independence, and collaboration. Through our bilingual education and the principles of the IB (International Baccalaureate), we prepare our pupils for a future in an international and ever-changing world.

We believe that a strong partnership with parents is essential. Together, we create a positive school experience and provide a solid foundation for every child's future.

We look forward to building this wonderful school together with you and your child(ren).

Kind regards,

Kees Adriaansen

Head of School

Basisschool Nieuw Kralingen



Inhoudsopgave

1. About the School



1.1. General Information	5
1.2. Number of Pupils	6
1.3. Mission and Vision	6
1.4. Identity	7

2. Education



2.1. Organization of education	9
2.2. Our team	11
2.3. Provision for Early Years Learners	11
2.4. Quality Assurance and School Development Plan	12

3. Support and Safety



3.1. Additional Support for Pupils	15
3.2. Safety at School	19

4. Practical information for Parents



4.1. How Parents are Involved	21
4.2. Reporting Absence and Requesting Leave	23
4.3. Admissions and Enrollment Policy – Basisschool Nieuw Kralingen	23

5. Development and Results



5.1. Monitoring Pupil Development	27
5.2. Social Development	27
5.3. School Recommendations and the End-of-Primary Assessment	28



6. School Hours and After-School Care

6.1. School Hours	30
6.2. After-school Care	30
6.3. School Holidays	30



1. About the school



1.1 General Information

Contact Details



Basisschool Nieuw Kralingen
Hoyledestraat 25
3036LP Rotterdam



010-4614330



www.basisschoolnieuwkralingen.nl



nieuwkralingen@saro.org

School Leadership



Kees Adriaansen
Directeur
nieuwkralingen@saro.org



Lisanne van der Kleij
IB PYP-coördinator
nieuwkralingen@saro.org

School Board

SARO – Stichting Samen Ambitieuus Rotterdams Onderwijs

Linker Rottekade 292,
3034CV Rotterdam

Postbus 3081,
3003 AB Rotterdam

010 4366766
www.wijzijnsaro.nl

The Executive Board consists of two members:

Dhr. L. Civile, Chair of the Executive Board
Mevr. J. Kester, Vice Chair of the Executive Board

Partnership for Inclusive Education

Our school is affiliated with the Rotterdam Partnership for Inclusive Primary Education (Samenwerkingsverband Passend Primair Onderwijs Rotterdam). This partnership supports schools in providing appropriate education and support for every child, ensuring that all pupils receive the assistance they need to reach their full potential.



1.2 Number of Pupils

Nieuw Kralingen Primary School is a new school that will open its doors on 31 August 2026. From that day, the first pupils will begin their educational journey, and the school will grow step by step.

As a newly established school, the current number of pupils is still growing. Over the coming years, Nieuw Kralingen Primary School is expected to develop into a fully established primary school with approximately 400 to 600 pupils.

The design and construction of the school have been planned with this future growth in mind, ensuring there is sufficient space to provide pupils with a welcoming, safe, and future-oriented learning environment.

The school will grow gradually, welcoming new pupils each academic year as we work together to build a strong and vibrant school community in the Nieuw Kralingen neighborhood.

1.3 Mission and Vision

Nieuw Kralingen Primary School is characterized by the following core principles:



**International
Baccalaureate**



**Bilingual
Education**



**Future-Focused
Learning**



**Inquiry-Based
Learning**



**Agency and
Ownership of
Learning**

Vision

At Nieuw Kralingen Primary School, we believe that meaningful education goes beyond the transfer of knowledge. We create a learning environment that inspires, connects, and embraces diversity. By exposing children to international perspectives, collaboration, and a broad understanding of the world, we encourage them to think critically, creatively, and empathetically. In this way, we prepare them for a rapidly changing society in which they can navigate with confidence, resilience, and a strong sense of purpose.

Our educational pillars:

1. Holistic Development in a Future-Focused Learning Environment

Our educational approach supports the holistic development of every child academically, socially, creatively, and physically. Through thematic, interdisciplinary, and project-based learning, we foster engagement, curiosity, and personal growth.

2. The Learning Environment as a Foundation for Student Agency

While the classroom serves as the home base, learning takes place in a variety of spaces both inside and outside the school. Collaboration across age groups, thematic learning areas, an inquiry lab, and outdoor learning environments encourage children to make choices and take responsibility for their own learning.

3. Inquiry-Based and Thematic Learning

Dedicated learning spaces, such as an inquiry lab and a school library, support exploration, investigation, and discovery. Children learn through curiosity and wonder within a rich, thematic learning environment that stimulates deep understanding.

4. A Strong Academic Foundation and Continuous Learning Pathways

Core subjects, including reading, language, and mathematics, are taught using high-quality teaching programmes that provide structure and continuity. Within this framework, there is ample opportunity for differentiation and personalised learning pathways that meet the needs of every learner.



5. Bilingual Primary Education (Dutch and English)

From an early age, Nieuw Kralingen Primary School offers bilingual education in Dutch and English. This enhances language proficiency, supports cognitive development, broadens international awareness, and prepares children to participate in a global society.

6. A Culture of High Expectations and Student Agency

We encourage every child to strive for excellence and to reach their full potential. High expectations, intrinsic motivation, perseverance, independence, and ownership of learning are central to our educational philosophy.

7. The Teacher as Coach

Our teachers act as coaches who guide, inspire, and challenge pupils. They encourage reflection and active participation while supporting children in becoming independent learners. Within a culture of high expectations, pupils work towards both individual and shared learning goals.

8. Creative Expression and Social Development

Through art, play, drama, and creative expression, children develop a deeper understanding of themselves and others. A dedicated performance and theatre space with tiered seating, together with a central community hall, fosters creativity, collaboration, and a strong sense of belonging.

9. Practical and Experiential Learning

Children learn best by doing. Hands-on experiences, such as cooking in a fully equipped teaching kitchen, are integrated into the curriculum, enabling pupils to connect theory with practice and develop valuable real-world skills.

Mission

At Nieuw Kralingen Primary School, we provide education for life: inspiring, future-focused, and sustainable education in which children discover and develop their unique talents. Guided by the principles of the International Baccalaureate (IB), we foster student agency, curiosity, and responsibility, enabling every child to grow into a confident, reflective, and engaged global citizen.

1.4 Identity

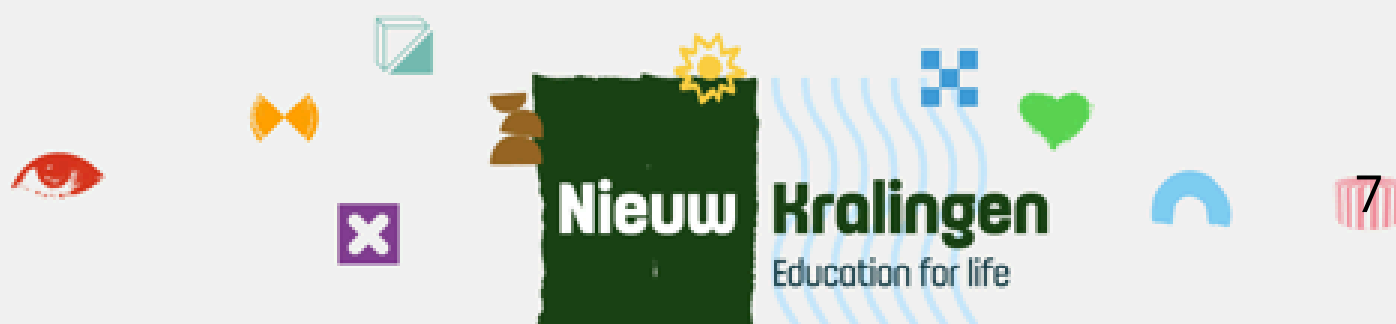
Nieuw Kralingen Primary School is part of Stichting Samen Ambitieuus Rotterdams Onderwijs (SARO). Within this school organisation, there is room for a variety of educational identities, ranging from schools with a Christian foundation to publicly funded independent schools with a broader philosophical and educational outlook.

As we prepare for the opening of our school, we are carefully exploring which denomination best aligns with our mission, vision, and educational profile, while reflecting the character of the neighbourhood and the needs of its families.

At present, it has not yet been determined whether the school will have an explicitly Christian identity or a broader independent educational identity.

Regardless of its future denomination, the school's identity is strongly shaped by the core principles of the International Baccalaureate Primary Years Programme (IB PYP). Our educational approach emphasises international-mindedness, inquiry-based learning, and the holistic development of every child. We prepare our pupils to participate in a diverse and rapidly changing world, where respect, connectedness, responsibility, and intercultural understanding are fundamental values.

Whatever the final educational identity may be, our curriculum will provide opportunities for personal development, reflection, and the exploration of different beliefs and worldviews. We encourage children to approach similarities and differences with openness and respect, thereby fostering an inclusive school community that reflects both the vision of SARO and the values of the IB Primary Years Programme.





2. Education



2.1. Organisation of Education

Nieuw Kralingen Primary School is a newly established school located in a new and growing neighbourhood. When the school opens in August 2026, we will begin with one mixed-age Kindergarten class (Years 1 and 2), bringing together children of different ages in a shared learning environment.

Based on the current number of pre-registrations, we expect to expand in the 2027/2028 school year to two mixed-age Kindergarten classes (Years 1 and 2) and one mixed-age class combining Years 3 and 4. In the years that follow, the school will continue to grow gradually, in line with the development of the neighbourhood and the increasing number of pupils. This phased growth allows us to build a strong school community step by step, with personal attention, educational quality, and the careful development of our teaching and learning environment at its core.

Grouping of Pupils

Our pupils are organised as follows:

Mixed-Age (Heterogeneous) Classes: group 1/2, group 3/4, group 5/6 and group 7/8.

At Nieuw Kralingen Primary School, we work with mixed-age classes, where children of different ages learn and develop together. This approach encourages collaboration, peer learning, student agency, and mutual responsibility. Older and younger pupils support and inspire one another, creating a rich and inclusive learning environment in which every child can contribute and grow.

Instructional Time

What Is Instructional Time?

In the Netherlands, every child is entitled to a minimum number of hours of education. National legislation specifies the minimum number of instructional hours that pupils must receive during their eight years of primary education. Within these legal requirements, schools determine the organisation of the school day, including the daily timetable and the times when pupils are expected to attend school. Nieuw Kralingen Primary School organises its instructional time in a way that supports meaningful learning, well-being, and the balanced development of every child.

Instructional Time for Kindergarten (Years 1 and 2)

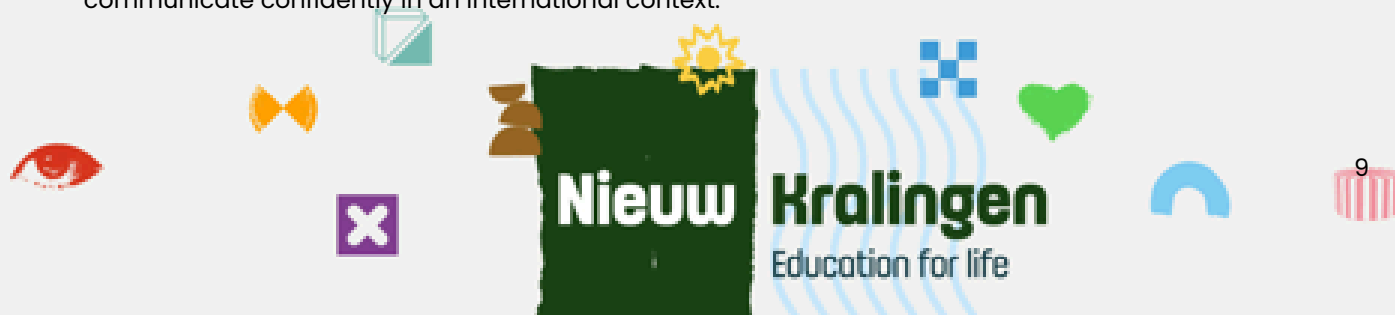
Subject	Year 1	Year 2
Literacy	5 hrs 00 min	5 hrs 00 min
Numeracy	4 hrs 00 min	4 hrs 00 min
Creative Development	5 hrs 00 min	5 hrs 00 min
Physical Development	5 hrs 00 min	5 hrs 00 min
Play-Based Learning	4 hrs 00 min	4 hrs 00 min
Social and Emotional Development	2 hrs 00 min	2 hrs 00 min

English within the Curriculum

At our school, the English language is integrated into daily learning in a natural and playful way. In Years 1 to 4, English is not taught as a separate subject. Instead, it is woven into a variety of activities throughout the school day in an accessible and meaningful way.

From Year 5 onwards, pupils also receive dedicated English language lessons. During these lessons, they further develop their vocabulary, listening, speaking, and overall language comprehension. By building on children's natural curiosity and using interactive and engaging learning activities, we foster both confidence and enjoyment in learning English.

This progressive approach ensures that pupils become increasingly familiar with English step by step, developing a strong foundation for their continued language learning and preparing them to communicate confidently in an international context.



Indicative Instructional Time Allocation for Years 3 to 8

Subject	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
Religious and Worldview Education	0 hrs 30 mins	0 hrs 30 mins	0 hrs 30 mins	0 hrs 30 mins	0 hrs 30 mins	0 hrs 30 mins
English	0 hrs 00 mins	0 hrs 00 mins	1 hrs 00 mins	1 hrs 00 mins	1 hrs 00 mins	1 hrs 00 mins
Physical Education	1 hrs 30 mins	1 hrs 30 mins	1 hrs 30 mins	1 hrs 30 mins	1 hrs 30 mins	1 hrs 30 mins
Arts and Creative Education	2 hrs 00 mins	2 hrs 00 mins	2 hrs 00 mins	2 hrs 00 mins	2 hrs 00 mins	2 hrs 00 mins
Inquiry and Social Studies	3 hrs 00 mins	3 hrs 30 mins	3 hrs 30 mins	3 hrs 30 mins	3 hrs 30 mins	4 hrs 00 mins
Mathematics	5 hrs 00 mins	5 hrs 00 mins	5 hrs 00 mins	5 hrs 00 mins	5 hrs 00 mins	5 hrs 00 mins
Dutch	5 hrs 30 mins	7 hrs 30 mins	7 hrs 30 mins	7 hrs 30 mins	7 hrs 30 mins	7 hrs 30 mins
Reading	6 hrs 30 mins	4 hrs 00 mins	4 hrs 00 mins	4 hrs 00 mins	3 hrs 00 mins	2 hrs 30 mins
Social and Emotional Learning	1 hrs 00 mins	1 hrs 00 mins	1 hrs 00 mins	1 hrs 00 mins	1 hrs 00 mins	1 hrs 00 mins

A significant part of the learning objectives for reading, language, and mathematics is integrated into the inquiry units at Nieuw Kralingen Primary School. By connecting different subject areas wherever possible, children learn in meaningful contexts and develop a deeper understanding of how knowledge and skills relate to one another. Learning objectives for world studies and global citizenship are also embedded within these interdisciplinary units.

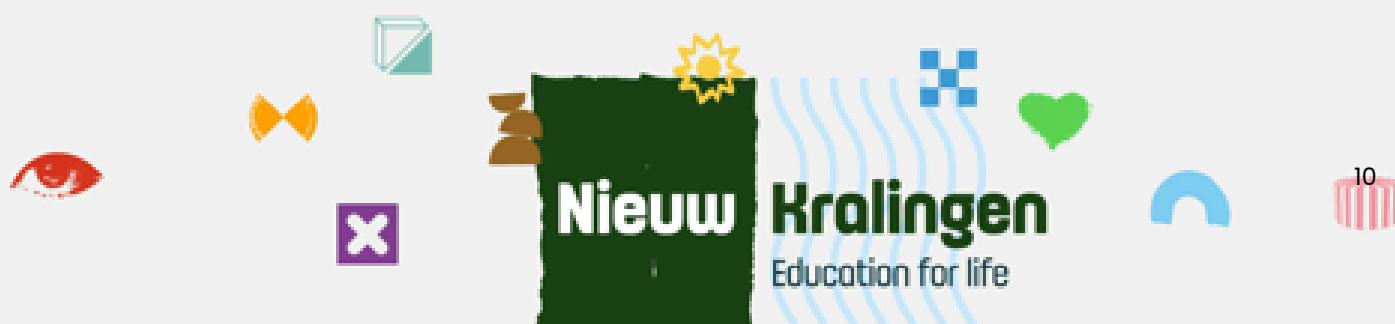
The specific learning objectives and their integration into the various inquiry units are outlined in our Programme of Inquiry (POI). Our thematic approach is aligned with the International Baccalaureate Primary Years Programme (IB PYP). Within this framework, pupils are encouraged to be curious, ask meaningful questions, and take an active role in their own learning. In this way, we create learning experiences in which knowledge, skills, and personal development come together naturally and meaningfully.

Additional Facilities

During the 2026/2027 school year, while the school is housed in temporary accommodation, the number of additional facilities will be limited. However, we will have access to:

- A dedicated inquiry room, which will also serve as an art studio.
- A gymnasium and multipurpose hall for physical education and indoor play activities.
- A developing school library, which will continue to expand as the school grows.

As the school moves into its permanent building and continues to develop, additional specialist learning spaces and facilities will become available to further enrich the educational experience.



2.2 Our Team

During the 2026/2027 school year, Nieuw Kralingen Primary School will begin with a small and dedicated team consisting of a Head of School, an IB Coordinator, one classroom teacher, one Student Support Coordinator, and administrative support for one day per week. This staffing structure is appropriate for the school's start-up phase and provides a solid foundation for delivering high-quality education and professional support.

From the 2027/2028 school year, as the school expands to three classes, the team will be strengthened with additional classroom teachers, a Physical Education specialist, and an Internal Support Coordinator (Special Educational Needs Coordinator).

In the years that follow, the staffing structure will continue to grow alongside the increasing number of pupils and their educational needs. Depending on this growth, the school will also appoint teaching assistants, learning support assistants, specialist teachers, and additional administrative and operational support staff, ensuring that every child receives the guidance and support needed to thrive.

Class Teachers and Staff Responsibilities (2026/2027)

Class Teacher – Year 1/2A	Jennifer Haak
Student Teacher	Victoria Plas
Administrative Officer	Özlem Akbulut
IB PYP–Coordinator	Lisanne van der Kleij
Head of School	Kees Adriaansen

Leave and Staff Absence Cover

In the event of staff absence due to illness or other reasons, the school uses flexible solutions, such as deploying substitute teachers, redistributing tasks within the team, and, where necessary, making temporary organisational adjustments. In addition, we aim to address staffing shortages through innovative approaches, including task differentiation and the deployment of support staff and specialist practitioners.

2.3. Provision for Early Years Learners

Before- and After-School Care

Nieuw Kralingen Primary School is a newly established school and currently does not offer early childhood education (ECE/VVE) or have an integrated partnership with a childcare provider. For after-school care, we collaborate with KinderRdam.

Educational Programme

At Nieuw Kralingen Primary School, early years education is shaped by the principles of the International Baccalaureate Primary Years Programme (IB PYP). In Years 1 and 2, children learn primarily through play, inquiry, and discovery in a safe and stimulating environment.

Through play-based learning, young children develop their language, mathematical understanding, motor skills, creativity, and social and emotional competencies. Learning takes place in meaningful, thematic environments aligned with the transdisciplinary themes of the IB PYP and the lived experiences of young children. Curiosity, collaboration, independence, and reflection are central to this approach. Teachers guide and enrich children's play and inquiry, ask thought-provoking questions, and provide structure, challenge, and appropriate support. In this way, we lay a strong foundation for broad and balanced development in line with the IB PYP philosophy.



2.4 Quality Assurance and School Development Plan

Nieuw Kralingen Primary School is a newly established school that is still developing. During the 2026/2027 school year, the focus is on establishing a strong pedagogical and educational foundation for our first mixed-age Year 1/2 class and on developing the school as an IB-inspired bilingual learning environment. For the 2026/2027 school year, we have defined the following goals:

1. Creating a Safe, Positive, and Inclusive Learning Environment

We aim to ensure that every pupil feels seen, heard, and valued. A strong and safe learning environment forms the basis for learning and development, with explicit attention to well-being, social interaction, independence, and trust within the group.

2. Building a Strong Foundation for the IB PYP

As a newly established IB school, we take a step-by-step approach to embedding the philosophy and principles of the IB Primary Years Programme into our teaching practice and school culture.

3. Developing Meaningful, Thematic Learning through Units of Inquiry

We design transdisciplinary units that connect different subject areas in meaningful ways, focusing on curiosity, inquiry, and conceptual understanding, aligned with curriculum standards.

4. Creating a Rich Bilingual Learning Environment

We provide a natural and meaningful bilingual environment in which Dutch and English are used daily through routines, activities, and thematic learning.

5. Exploring and Selecting a Suitable Monitoring and Quality Assurance System

We investigate which systems and approaches best align with our vision and educational practice, enabling us to monitor and support pupils' cognitive, social and emotional, and holistic development effectively.

6. Gradually Developing a Coherent IB PYP Learning Pathway and School Organisation

As the school grows, we further develop curriculum structures, units of inquiry, language policy, student support systems, and collaboration across year groups.

7. Strengthening Educational Partnerships with Parents

We see parents as key partners and invest in open communication, involvement, and collaboration around each child's development.



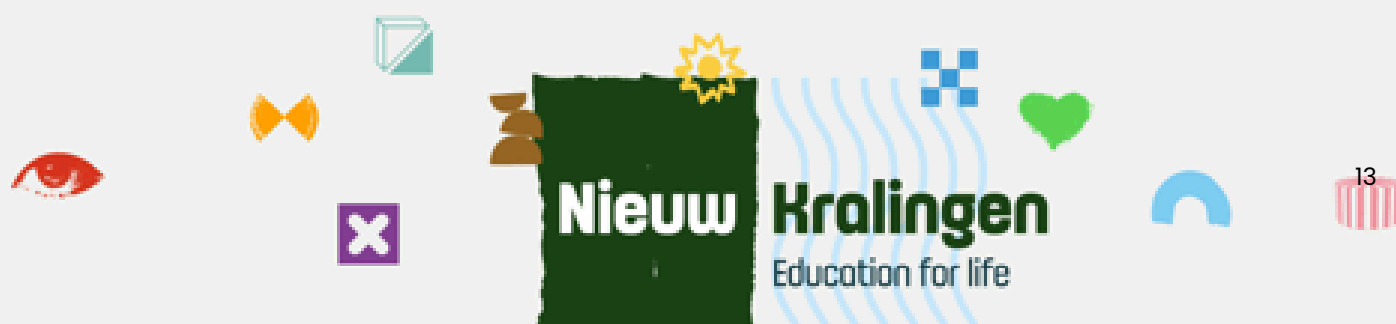
8. Developing a Professional Learning Culture

We build a collaborative professional culture in which staff jointly develop teaching practice, reflect on their work, and continue to grow professionally in line with the vision of Nieuw Kralingen and the IB PYP.

How Do We Achieve These Goals?

At Nieuw Kralingen Primary School, we work in a structured and cyclical way to develop our education. Guided by the IB PYP philosophy, we build step by step towards an inquiry-based, thematic, and bilingual learning environment within a safe and enriching educational setting.

Through observation, evaluation, collaboration, and reflection, we continuously align our teaching with the development and needs of our pupils. Staff members work together on curriculum development and professional growth. In addition, we see parents as essential partners in supporting each child's development.





3.

Support and Safety



3.1 Additional Support for Pupils

At Nieuw Kralingen Primary School, we aim to ensure that every child feels safe, seen, and supported. A secure learning environment forms the foundation for development, well-being, and learning. Guided by our IB PYP philosophy, we focus on the holistic development of pupils and strive to align teaching and support as closely as possible with their individual needs.

Support begins with high-quality teaching in the classroom. When a pupil requires additional support, we work together with parents to determine the most appropriate provision. In doing so, we follow a structured, careful, and needs-based approach.

Inclusive Education at Our School

At our school, we ensure that every child feels seen, heard, and supported. Every child deserves an education that matches their abilities and needs. That is why we provide a strong level of basic support for all pupils. When additional support is needed, we work together to provide tailored provision. In doing so, we collaborate closely with parents and, where necessary, with professionals from PPO Rotterdam. This approach aligns with the Dutch legislation, Strengthening the Position of Parents and Pupils, which came into effect on 1 August 2025. This legislation ensures that parents and pupils are actively involved in decisions about appropriate education.

Basic Support

Within SARO, we believe it is essential to have a strong foundation. We define good basic support as follows:

- The quality of our education meets the standards set by the Dutch Education Inspectorate.
- We work according to the principles of needs-based education (handelingsgericht werken). We focus on what each child needs and adapt our teaching accordingly.
- Support within the school is clearly organised and easily accessible for pupils, parents, and staff.
- We identify needs at an early stage and provide appropriate support, both preventively and for mild learning or developmental needs.
- We pay attention to the holistic development of pupils, in line with the IB PYP philosophy.

The basic support at our school consists of four components:

1. Basic Quality

We meet the quality standards of the Dutch Education Inspectorate and hold a basic performance rating.

2. Needs-Based Education (HGW)

We focus on what each pupil needs in order to develop. Our team works in a structured way, reflects on its practice, and actively involves parents in the learning process.

3. Well-Organised Support System

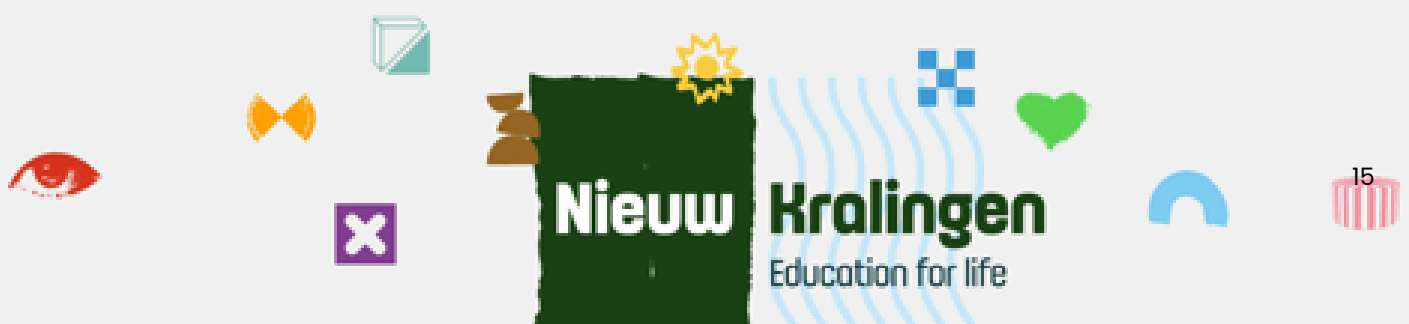
We have a clear support structure within the school. We collaborate with internal specialists and external partners such as PPO Rotterdam.

4. Preventive and Early Intervention

We identify needs at an early stage and provide appropriate support for challenges such as reading difficulties, learning habits, or social and emotional development.

For more information about the regional agreements in Rotterdam, please visit:

<https://pporotterdam.nl/wp-content/uploads/2024/09/Uitwerking-Basisondersteuning-maart-2024.pdf>



Additional Support

Sometimes a pupil may need additional support. In such cases, we provide tailored support based on the individual needs of the pupil. This may include:

- Extra support with learning or behaviour.
- The involvement of specialists such as educational psychologists, speech and language therapists, or behaviour specialists.
- Adaptations to the curriculum or learning environment.
- Support with medical or personal care needs.

When it becomes clear that a pupil's support needs exceed what the school can reasonably provide, we will discuss this with parents and, where appropriate, PPO Rotterdam to determine which type of support or educational setting best meets the pupil's needs.

Involvement of Parents and Pupils

The views of parents and pupils are important. We put this into practice in several ways:

- Pupil Voice: All pupils are given the opportunity to share their views on the support they receive at school. This may take place through conversations, questionnaires, or creative activities. We use their feedback to evaluate and improve our support provision.
- Development Perspective Plan (OPP): Pupils with a Development Perspective Plan (OPP) are involved in its development. The way they participate is adapted to their age and abilities. Their views are taken seriously and are clearly reflected in the plan. Parents are required to give consent for the action section of the OPP.
- Parent and Youth Support Centre: Sometimes parents need additional information or someone to talk to. In such cases, they can contact the Parent and Youth Support Centre of PPO Rotterdam:
<https://pporotterdam.nl/ouder-jeugd-steunpunt>

Participation

Nieuw Kralingen Primary School values the active involvement of parents and staff in the development of the school. Therefore, during the 2026/2027 school year, we will begin establishing a Participation Council (MR – Medezeggenschapsraad).

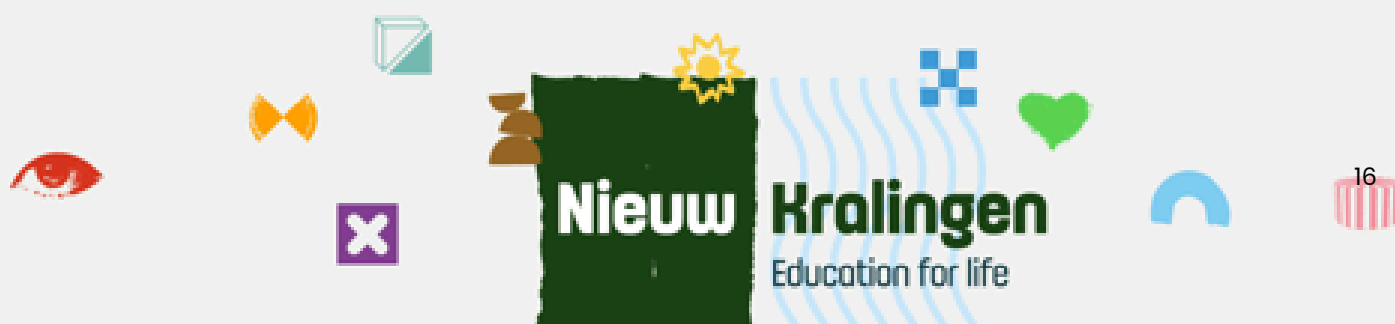
The Participation Council contributes to school policy and development and has advisory and approval rights on various topics, such as education, safety, organisation, and parental involvement. In this way, parents and staff work together to contribute to the quality and ongoing development of Nieuw Kralingen Primary School.

Qualified Specialists

As Nieuw Kralingen Primary School is a newly established school, we will gradually expand our in-house expertise over the coming years. Within our team, expertise is already available in the areas of IB PYP, bilingual education, needs-based education, and holistic pupil development.

We strongly believe in continuous professional development. Staff members are encouraged to continue developing their skills in line with the school's vision and educational direction. Therefore, we invest in training, collaboration, and joint curriculum development.

As the school grows, specialist support within the school will also continue to expand, in line with the needs of pupils and the development of the organisation.



Language

We foster language development in both Dutch and English through meaningful learning experiences. In our bilingual learning environment, pupils are naturally and meaningfully exposed to both Dutch and English on a daily basis. Guided by the IB PYP philosophy, we work in a thematic and transdisciplinary way, ensuring that language development is meaningfully connected to play, inquiry, discussion, and rich learning experiences. We carefully align our teaching with pupils' developmental stages and educational needs.

A dyslexia protocol is currently under development.

Mathematics

We work towards building a strong mathematical foundation within meaningful and inquiry-based learning contexts. In line with the IB PYP philosophy, we connect mathematics to thematic and transdisciplinary learning wherever possible, enabling pupils to apply their mathematical understanding in familiar and meaningful situations. We focus on conceptual understanding, problem-solving, strategic thinking, and the development of confidence in mathematics.

A dyscalculia protocol is currently under development.

Social and Emotional Development

Which specialists are active in this area?

- Anti-bullying Coordinator

We place strong emphasis on pupils' social and emotional well-being. A safe, positive, and inclusive learning environment forms the foundation for learning and development. Guided by the IB PYP philosophy, we encourage collaboration, reflection, independence, mutual respect, and the development of social skills. We use the IB Learner Profile and the Approaches to Learning (ATL) skills to support pupils in developing self-confidence, personal growth, and the ability to understand themselves and others. We carefully monitor pupils' development so that we can respond appropriately to their needs within the classroom and school environment.

Behaviour, Work Ethic and Task Approach

At Nieuw Kralingen Primary School, we support pupils in developing appropriate behaviour, independence, work habits, and task management skills. Within a safe and structured learning environment, pupils gradually learn to take responsibility for their own learning and actions. In line with the IB PYP philosophy, we focus on skills such as collaboration, planning, reflection, perseverance, and self-regulation. We use the ATL skills and the IB Learner Profile as key frameworks. Where needed, we support pupils in developing appropriate learning and behavioural skills within the classroom and school environment.

Motor and Physical Development

We pay close attention to pupils' motor and physical development. Through play, movement, and a rich learning environment, we stimulate both gross and fine motor skills and carefully monitor each pupil's development.



Medical Care and Personal Support

The safety and well-being of our pupils are our top priority. In the area of safety and evacuation procedures, Nieuw Kralingen Primary School collaborates with De Fontein Primary School, where we are temporarily located. At least one member of staff always holds a valid first aid (EHBO) and emergency response (BHV) qualification. In addition, we make use of the safety facilities and procedures available within the De Fontein building. Evacuation drills are carried out annually so that pupils and staff know how to respond in the event of an emergency.

It may happen that a pupil needs prescribed medication during school hours. Within SARO, it has been agreed that medication is, in principle, not administered by teachers or other school staff. When a pupil depends on medication or medical support during school hours, clear agreements are made in advance with parents or guardians.

Nieuw Kralingen Primary School follows the SARO Medical Care Protocol. This protocol is available for inspection at school and on the school website.

Future Provision for Additional Support

As Nieuw Kralingen is a newly established school, the provision for additional support will be gradually developed and expanded over the coming years. As the school grows, we will continue to build our expertise, specialist support, and appropriate provision across different areas of development. Within SARO, expertise is available from a range of specialists. Where necessary, we draw on this expertise and collaborate with external specialists and PPO Rotterdam to ensure appropriate support for pupils.

We continue to develop as a school in the areas of the IB PYP, holistic development, and inclusive education. Through training, collaboration, and shared reflection, we steadily build the knowledge and skills needed to realise the school's vision and support its continued growth.

We value strong cooperation with parents and see them as partners in their child's development and in the development of the school. Therefore, we actively involve parents in meetings, support processes, educational development, and the shaping of the school culture at Nieuw Kralingen.

Pupil Voice and Participation

At Nieuw Kralingen, we believe it is important that pupils are actively involved in their own learning and development. Guided by the IB PYP philosophy, we encourage pupils to ask questions, share ideas, make choices, and reflect on their learning.

Pupils are given opportunities to contribute their ideas, interests, and experiences during discussions, thematic learning, and classroom activities. In an age-appropriate way, they learn to take responsibility, collaborate, and contribute to their class and school community. In this way, we gradually build ownership, independence, and engagement in learning and school life at Nieuw Kralingen.

As the school grows, we also aim to involve pupils more formally in school development. At a later stage, a Student Council will be established, giving pupils the opportunity to share their ideas and opinions on matters that are important within the school.



3.2 Safety at School

Anti-Bullying Policy

At Nieuw Kralingen Primary School, we believe it is important that every pupil feels safe, seen, and valued. Guided by the IB PYP philosophy, we place strong emphasis on social and emotional development, mutual respect, collaboration, and understanding differences. The IB Learner Profile and the Approaches to Learning (ATL) skills form an important foundation for our daily teaching practice.

Bullying, exclusion, and inappropriate behaviour are actively addressed within the classroom and the wider school environment. Nieuw Kralingen has an anti-bullying protocol that describes how we work proactively to promote social safety and how we respond when bullying occurs.

Social and Physical Safety

We work every day to create a safe and positive learning environment in which pupils can reach their full potential. Within the school, we focus on well-being, social interaction, independence, and responsible behaviour.

We currently monitor pupils' social safety through observations, conversations with pupils and parents, and ongoing classroom observations. In line with the IB PYP philosophy, we encourage pupils to reflect on their behaviour, collaborate with others, and take responsibility for themselves and those around them.

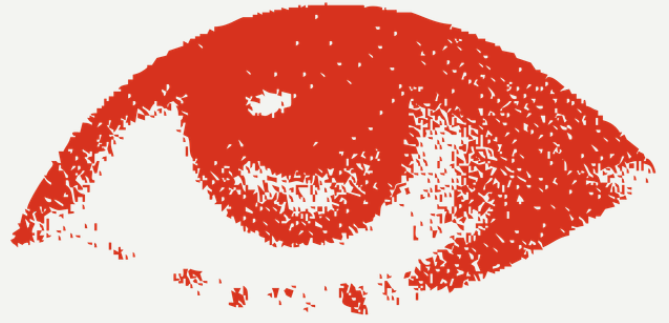
We also consider physical safety within the school to be essential. Nieuw Kralingen has a safety plan that outlines procedures and agreements relating to safety, evacuation, incidents, and social safety. As Nieuw Kralingen is temporarily housed within De Fontein Primary School, we work in line with the building's safety procedures.

Anti-Bullying Coordinator: Ms. Haak

Confidential Contact Person: Ms. Akbulut



4. Practical information for parents



4.1 How Parents Are Involved

Nieuw Kralingen Primary School is a new school that we are building together with pupils, staff, and parents. We see parents as essential partners in each child's development. A strong partnership between home and school forms the foundation for a safe, supportive, and stimulating learning environment.

We aim for a high level of parental involvement, where open communication, accessibility, and mutual trust are central. Parents should feel welcome to ask questions, share ideas, and actively participate in school life. Our school is approachable and accessible. Parents can easily contact teachers and school leadership, and we actively seek opportunities to connect with them.

Collaboration with parents goes beyond conversations about a child's development and academic progress. We also value involving parents in broader topics, such as the organisation of the school, the development of our curriculum, activities for pupils, and the ongoing development of Nieuw Kralingen's identity. As a new school, this offers a unique opportunity to help shape a place where children and parents feel at home.

Communication with Parents

Clear and accessible communication is essential to us. Parents are informed and involved in various ways about what is happening at school.

We use Toddle, the digital platform that plays a central role in our school. Toddle supports the learning process and also includes an extensive parent portal. Through this platform, parents stay informed about their child's learning and development, as well as school-wide updates.

Through Toddle, parents can:

- Receive school news and important announcements.
- Gain insight into learning activities, projects, and their child's development.
- Follow photos, updates, and reflections from the classroom.
- Register for parent-teacher meetings.
- Contact the teacher easily.
- Access practical information and school documents.



Through this transparent way of communicating, we aim to actively involve parents in their child's learning journey and strengthen the partnership between home and school.

In addition, we regularly organise informal meetings and parent events. These include introductory evenings, thematic information sessions, and parent panels where we engage in dialogue about topics that are important to the school's development, such as citizenship, well-being, the curriculum, and the future of Nieuw Kralingen.

Complaints Procedure

A formal complaints procedure is in place. This can be found on the website of Nieuw Kralingen Primary School: www.basisschoolnieuwkralingen.nl



Parental Involvement

We believe it is important that parents can contribute to the school's policy and direction. Therefore, we organise parental involvement in various ways, such as:

- The Participation Council (MR).
- Sounding board groups on specific themes.
- Opportunities to contribute ideas for policy development.

In this way, we ensure that different perspectives are taken into account as we work together to build a school that meets the needs of our pupils and families.

Active Parental Involvement

At Nieuw Kralingen Primary School, we invite parents to be active members of our school community. Parents can contribute in various ways, for example by:

- Organising and supporting school events and celebrations.
- Assisting during excursions and projects.
- Sharing their expertise or talents in the classroom.
- Contributing ideas for the design of the school playground and building.
- Contributing to themes such as art and culture, sustainability, and identity.

We believe that a strong partnership between parents and school contributes to children's well-being, development, and enjoyment of learning. Together, we lay the foundation for an engaged, inspiring, and future-oriented school.

Voluntary Parent Contribution

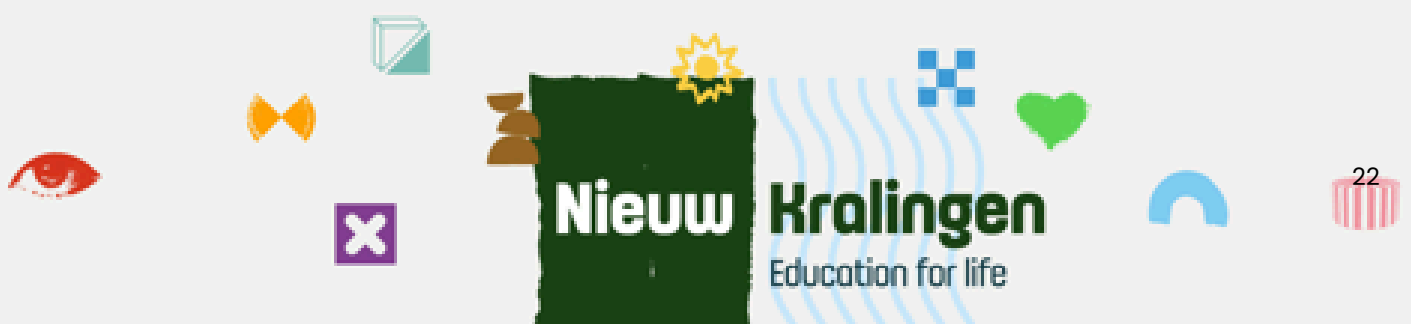
Nieuw Kralingen Primary School receives funding from the Dutch Ministry of Education, Culture and Science (OCW) for the basic costs of education, such as teachers, learning materials, and regular lessons. As a result, education is free of charge.

In addition, we ask for a voluntary parent contribution of €125 per pupil. This contribution enables us to organise activities that enrich and enhance education in line with our IB approach (International Baccalaureate Primary Years Programme). This includes:

- School trips, excursions, and thematic learning projects.
- Cultural and creative activities such as drama, art, and music.
- Special projects that promote inquiry-based learning.
- Celebrations such as Sinterklaas, Christmas, and Easter.
- Sports days and outdoor learning activities.

Important: This contribution is voluntary. All children are able to participate in all activities, regardless of whether parents are able or willing to contribute financially. No child will be excluded.

The voluntary parent contribution is determined and accounted for annually by the school. In this way, we ensure that our education not only covers the core curriculum but also provides opportunities for broad and international development, where inquiry, creativity, and collaboration are central.



4.2 Reporting Absence and Requesting Leave

Reporting Absence

If your child is unable to attend school due to illness or another reason, we kindly ask you to inform us by telephone before 08:30. This ensures that we are aware of your child's absence and can account for all pupils.

You can report an absence by calling 010 461 43 30. Please always state your child's name, class, and the reason for the absence. If a pupil is absent without prior notice, the school will contact parents or guardians to ensure that everything is well. We kindly ask you to schedule appointments, such as visits to the dentist or doctor, outside school hours whenever possible. If this is not possible, please inform the teacher in advance.

Together, we ensure good attendance and support the well-being of all pupils.

Requesting Leave

At Nieuw Kralingen Primary School, regular school attendance is very important for your child's development. However, there may be situations in which a pupil is unable to attend school due to authorized absence. This means that the absence is for a valid reason and has been approved by the school or the compulsory education officer. More information about leave and school attendance can be found on the Dutch Government website: www.rijksoverheid.nl.

Leave can be requested by completing a leave request form in advance. This form is available from the school leadership.

4.3 Admissions and Enrollment Policy Basisschool Nieuw Kralingen

Information about Enrollment in Year 1

Welcome to Basisschool Nieuw Kralingen! In the Netherlands, children are eligible to attend primary school from the age of four. You may enroll your child at our school once they have reached the age of three. Enrollment follows the agreements made within the municipality of Rotterdam. For more information about primary school enrollment in Rotterdam, you can watch the information video provided by the Partnership for Inclusive Primary Education (PPO).

Steps for Enrollment

Initial Introduction

Would you like to get to know our school first? You are very welcome. In addition to individual introductory meetings, particularly for transfer pupils, Nieuw Kralingen Primary School regularly organizes open days for prospective parents. During these open days, you will receive a guided tour of the school, visit classrooms, see teachers in action, and gain a clear impression of the school's atmosphere. The school leadership will be there to welcome you and answer any questions.

Application

If you choose to enroll your child at Nieuw Kralingen Primary School, you will receive an application form, either digitally through the website or in paper form from the school administration.

On this form, you provide general information about your child, such as their name, date of birth, and address. You are also asked to indicate whether your child has any additional support needs. This is referred to as the parental duty to provide information.



After receiving the completed application form, we will process your application. The school has up to 6 weeks to determine whether Nieuw Kralingen Primary School is the appropriate setting for your child and whether we can offer a place. During this period, we also assess whether we can meet any additional support needs.

In exceptional cases, this period may be extended by a maximum of 4 weeks. If this happens, we will inform you in writing. Wherever possible, we aim to provide clarity within the initial 6-week period.

Duty of Care

From the moment you submit a written application and Nieuw Kralingen Primary School is your first-choice school, we have a duty of care. This means we are responsible for finding a suitable place for your child, either at our school or, if necessary, at another primary school in Rotterdam.

In most cases, our school will be the appropriate setting. If this is not the case, we will support you in finding a suitable alternative school. If needed, we will involve the Partnership for Inclusive Primary Education (PPO). You will always be informed if we contact PPO.

We do not have a duty of care if:

- The school or the relevant year group is full, and this is stated on our website or in the school guide.
- You do not respect the school's guiding principles. Nieuw Kralingen Primary School stands for education based on respect for diversity, equality, and a safe learning environment for every child.

To properly assess whether our school is the right fit, parents are required to provide complete and accurate information about their child's support needs. If this information is not provided, we may decide not to process the application.

Admissions Policy Basisschool Nieuw Kralingen

Nieuw Kralingen Primary School applies a careful and transparent admissions policy aimed at ensuring a balanced allocation of available places and a strong connection with the local community.

General Principles

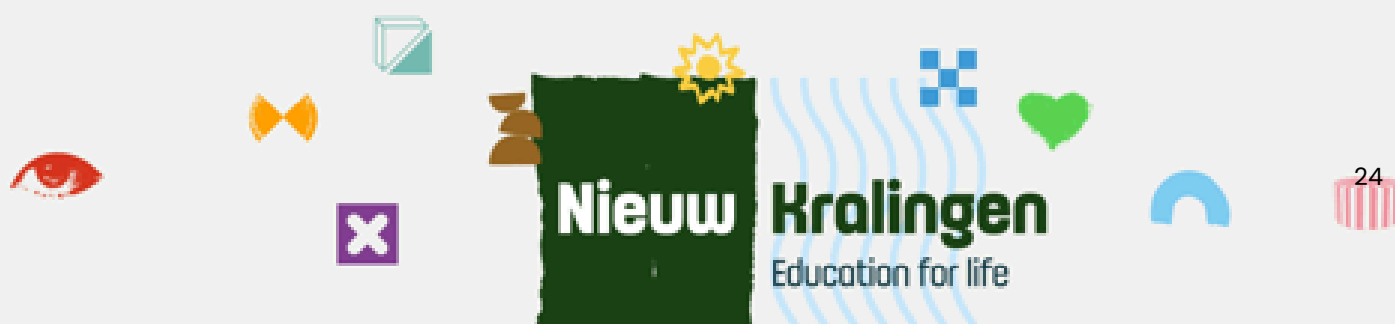
- The school has a maximum of 30 pupils per class.
- The order in which applications are received is not decisive for placement.

Priority Rules

When allocating available places, the following order of priority applies:

1. Siblings of children already enrolled at the school.
2. Children living in Nieuw Kralingen and the surrounding neighbourhoods.
3. All other applicants.

If there are more applications than available places, a lottery system will be used, taking the above priority rules into account.



Waiting List

Basisschool Nieuw Kralingen maintains a waiting list:

- Children who are not offered a place will be added to the waiting list.
- Parents must confirm once every quarter that they wish their child to remain on the waiting list.
- Siblings always have priority for placement.

Induction Days (Year 1)

Once your child is enrolled, they may attend up to five induction days from the age of 3 years and 10 months. These induction days are planned in consultation with the teacher and take place after enrolment has been confirmed.

Information on Mid-Year Transfers

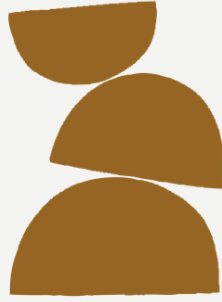
If your child is already attending another primary school and you wish to enrol them at our school, this is referred to as a mid-year transfer. The same admission rules apply as for Year 1 enrolment.

Within the municipality of Rotterdam, additional agreements apply. After receiving a written application, we will always contact your child's current school as part of our duty to investigate whether Nieuw Kralingen Primary School is the appropriate setting.

You will also receive a decision within 6 weeks. If necessary, this period may be extended by up to 4 weeks. If your child is admitted, enrolment becomes final once the investigation has been completed and a place is available in the relevant year group.

Induction days for transfer pupils: In consultation with the teacher and the Internal Support Coordinator, transfer pupils may attend one or more induction sessions, tailored to their age and individual needs.





5. Development and Results



At Nieuw Kralingen Primary School, we carefully and systematically monitor the development of every pupil. In doing so, we look not only at cognitive development, such as language, reading, and mathematics, but also at each child's social and personal growth. We consider it important to understand what each pupil needs in order to develop optimally and to align our teaching accordingly.

As Nieuw Kralingen Primary School will open its doors in August 2026, no school results are available at this time. Once such data becomes available, it will be included in the school guide and shared with parents. Below, we explain how we monitor pupil development and how results are recorded.

5.1 Monitoring Pupil Development

To monitor pupil progress effectively, we use the pupil monitoring system Cito Leerling in Beeld (LIB). This system helps us gain insight into pupils' progress in key basic skills and enables us to provide timely additional support or challenge where needed.

Throughout the school year, we administer assessments at set times in areas such as:

- Technical reading and reading comprehension.
- Spelling and language conventions.
- Mathematics and numeracy development.

The results of these assessments are analysed by teachers and discussed within the team. Based on this analysis, we adjust our educational provision where necessary to ensure that every pupil can reach their full potential.

In addition to assessment data, observations, conversations with pupils, and daily classroom work also form part of our overall understanding of each child's development.

5.2 Social Development

At Nieuw Kralingen Primary School, we consider pupils' social and emotional development just as important as their cognitive growth. Children learn best when they feel safe, seen, and valued. We therefore pay structured attention to topics such as:

- Collaboration.
- Self-confidence and resilience.
- Dealing with emotions.
- Respectful communication.
- Taking responsibility for oneself and others.

Teachers monitor pupils' social development through observations, conversations, and appropriate tools to assess well-being and social safety. When necessary, we work together with parents and external partners to provide additional support.



5.3 School Recommendations and the End-of-Primary Assessment

At the end of primary education, pupils receive a recommendation for secondary education. This recommendation is carefully based on a broad picture of the pupil, including academic results, work habits, long-term development, and social and emotional factors.

We use the Cito Leerling in Beeld (LIB) End-of-Primary Assessment (Doorstroomtoets). This assessment provides additional information about the most suitable secondary education pathway and supports the advisory process.

As we are a new school, no data is yet available regarding school recommendations or End-of-Primary Assessment results. Once available, this information will be transparently included in our school guide.

Growing Together

We see development as a shared process between pupils, parents, and the school. By carefully monitoring progress, making timely adjustments, and maintaining open communication, we ensure that every child at Nieuw Kralingen Primary School has the opportunity to grow with confidence and joy.



6. School Hours and After-School Care



6.1 School Hours

Nieuw Kralingen Primary School operates a five equal-day model. This means that all school days have the same schedule, from 08:30 to 14:00.

The school day starts at 08:30. From 08:20 onwards, the doors are open and pupils can enter the school independently. This allows them time to hang up their coat and bag and begin the day calmly in the classroom.

All pupils remain at school during the lunch break. They bring their own lunch and eat together in the classroom under the supervision of the teacher. After lunch, pupils have an outdoor break.

The school day ends at 14:00. Teachers accompany the pupils outside, where they are collected by their parents or caregivers.

6.2 After-School Care

As Nieuw Kralingen is a newly established school, only after-school care is currently available. We collaborate with KindeRdam to provide this service: www.kinderdam.nl

In the future, we will explore the possibility of offering before-school care. Because we use a five equal-day model, no lunchtime supervision is required.

6.3. School Holidays

Holidays 2026/2027

Autumn Break	17 October 2026 – 25 October 2026
Christmas Break	19 December 2026 – 3 January 2027
Spring Break	20 February 2027 – 28 February 2027
Easter Weekend	26 March 2027 – 29 March 2027
May Break	24 April 2027 – 9 May 2027
Second Pentecost Day	17 May 2027
Summer Break	17 July 2027 – 29 August 2027

Staff Development Days

- 18 September 2026
- 26 October 2026
- 27 November 2026
- 22 January 2027
- 19 February 2027
- 10 May 2027
- 18 June 2027

