JAYSHREE PERIWAL
INTERNATIONAL SCHOOL
innovating minds...elevating souls

PYP HANDBOOK

JAYSHREE PERIWAL INTERNATIONAL SCHOOL 2025-26



Table of Contents

Welcome Message 4

From the PYPC's desk 5

From the EYC's desk 5

Our Vision, Mission and Educational Philosophy 6

Curriculum and Teaching Methods 7

The Primary Years Framework 8

Transdisciplinary Themes 9

Student Agency 10

Approaches to Teaching 11

Approaches to Learning 12

Learner Profiles in Action 13

Classroom Setup and Learning Environment 14

Inquiry Based Learning Framework 15

Kath Murdoch Model 17

Subject Areas Integration 18

Library Integration and Resource Utilization 19

Multilingualism Approach 20

Wellness and PSPE Integration 21

Assessment Practices 22

Differentiation and UDL Principles 23

Inclusion and Support Services 24

Table of Contents

Global Citizenship Initiatives 25

Gadgets in action 26

Celebration Galore 27

Reporting 28

Staff Roles and Collaboration 30

Hostel and Boarding 31

Policies and Code of Conduct 32

Safety Measure in Classrooms 32

Reflection and Continuous Improvement 33

Glossary of IB Terms 34

Reflections 35

Welcome to
Jayshree Periwal International School

Dear Parents,

It gives me immense pride to present our PYP Handbook, a reflection of our school's deep commitment to the philosophy and practice of the International Baccalaureate Primary Years Programme. At the heart of our learning community lies the belief that every child is capable of becoming an independent, confident, and compassionate lifelong learner.

This handbook captures how we bring the essence of the PYP to life in our classrooms- through student agency, where voice, choice, and ownership empower learners to lead their journey; through authentic action of the Learner Profile, which transcends the classroom into daily life; and through transdisciplinary integration, ensuring that every subject area is meaningfully connected.

We have designed dynamic learning spaces and class structures that foster collaboration, creativity, and curiosity. Our inquiry-driven practices- including STEAM engagements, hands-on explorations, and real-world problem-solving- encourage children to think critically and act responsibly. With carefully curated Units of Inquiry, students experience learning that is both rigorous and joyful.

Assessment at our school is not about grades, but about growth. Through formative practices, feedback, and anecdotal records, we nurture reflection, resilience, and responsibility. In alignment with IB philosophy, differentiation, inclusion, multilingualism, and PSPE ensure that every learner's individuality is valued and supported.

The handbook also showcases the many ways in which we celebrate learning- through events, field trips, portfolios, student-led conferences, and community connections. From global citizenship initiatives to wellness programs, from responsible use of gadgets to resource-rich libraries, we believe in creating a holistic ecosystem where students thrive as balanced, caring, and internationally minded individuals.

As you explore this handbook, you will find a journey that highlights not only our students' learning experiences but also our school's shared vision: to inspire young learners to inquire, reflect, act, and make a difference in an ever-changing world.

Together, with the support of our dedicated educators, engaged parents, and enthusiastic learners, we continue to strengthen the values of the IB and reaffirm our belief that education is not just preparation for life- it is life itself.



Warm regards,

Ms Jaya Singh
Principal,
Jayshree Periwal International School

From the PYPC's desk...

As the PYP Coordinator, I am delighted to share how our Primary Years Programme comes alive each day through purposeful learning, strong relationships, and a shared commitment to nurturing the whole child.

Our programme is built on inquiry, conceptual understanding, and student agency, allowing learners to actively construct meaning and take ownership of their learning. Carefully designed Units of Inquiry help students make connections across disciplines while engaging with authentic, real-world contexts. Collaboration among teachers ensures consistency, progression, and high-quality learning experiences for every child.

Assessment is used to inform teaching and support growth through reflection, feedback, and goal-setting. We value inclusion, wellbeing, and multilingualism, ensuring that every learner feels seen, supported, and challenged. By nurturing curiosity, responsibility, and international-mindedness, we empower our students to become thoughtful, confident individuals who are prepared to contribute positively to an ever-changing world.



Warm regards,
Ms Bonita Prior
PYP Coordinator,
Jayshree Periwal International School

From the EYC's desk...

In the Early Years, we lay the foundations for lifelong learning by placing well-being, play, and purposeful inquiry at the heart of everyday experiences. We believe children learn best when they feel safe, joyful, and emotionally secure, and these principles guide our Early Years programme.

Well-being lies at the heart of our philosophy. Learning environments are thoughtfully designed to support physical, social, emotional, and cognitive development. Daily routines, flexible schedules, and responsive interactions build belonging, self-regulation, and independence. Through PSPE, mindfulness, movement, outdoor learning, and meaningful choices, children develop confidence, resilience, and healthy habits.

Play-based learning drives inquiry in the Early Years. Purposeful play enables exploration, creativity, collaboration, communication, and problem-solving through hands-on, real-life contexts. Units of Inquiry remain flexible and responsive, supporting student agency through voice, choice, action, and ongoing observational assessment that informs teaching and next steps.

Strong partnerships with parents further support wellbeing and holistic growth.



Warm regards,
Ms Kavita Thomas
EY Coordinator,
Jayshree Periwal International School

Our Vision, Mission, and Educational Philosophy

Our Vision

JPIS aims to be a leading institution in international education focusing both on conceptual and contextual learning. We will provide avenues for academic and holistic development and create globally responsible citizens who confront challenges without the fear of failure. We aspire to have experienced and exceptional faculty who believe in constant upskilling and professional development. We will carve a community that thrives on teamwork and individual excellence.

Our Mission

It is our school's mission to ensure holistic learning is imparted. Students leave school as peace loving lifelong self-learners who value honesty, integrity, loyalty, compassion and prudence. Develop sensitivity and respect for all people and cultures. Cultivate entrepreneurial and social skills.

Educational Philosophy

JPIS centers its educational philosophy on fostering lifelong learners through a student-centric and inclusive approach, emphasizing skill development over rote memorization. The school promotes holistic grooming, focusing on the social, emotional, and physical well-being of students alongside academic excellence.

CURRICULUM & TEACHING METHODS

JAYSHREE PERIWAL INTERNATIONAL SCHOOL
Innovating minds...elevating souls

Curriculum Framework –
IB PYP transdisciplinary model, inquiry-based learning, concept-driven approach, global contexts, integration of subjects.

Programme of Inquiry –
Central ideas, key concepts, lines of inquiry, learner profile attributes.

Transdisciplinary Learning –
Real-world connections across subjects, fostering holistic understanding.

Teaching Methodology –
Inquiry-based, constructivist approach, collaborative and student-centered classrooms.

Differentiation –
Adapting learning experiences for diverse needs, interests, and readiness levels.

Assessment Practices –
Formative and summative assessments, feedback for learning, self and peer assessment.

Use of Technology –
Digital literacy, responsible tech use, and ethical AI.

Multilingualism –
Emphasis on language development (mother tongue support, English as medium, additional languages).

Skill Development –
Critical thinking, creativity, communication, research, and social-emotional learning.

Experiential Learning –
Hands-on tasks, educational trips, field trips, projects, exhibitions.

Student Agency –
Voice, choice, and ownership in learning pathways.

Wellbeing Integration –
Balance between academics, creativity, physical education, and mindfulness.

Collaboration & Reflection –
Teacher-student partnerships, parent collaboration, metacognition, and reflective practices.

THE PRIMARY YEARS FRAMEWORK

JAYSHREE PERIWAL INTERNATIONAL SCHOOL

At JPIS, we believe that children learn best through play, exploration, and guided discovery. Our curriculum is designed to support a holistic development by integrating the following approaches:

01 Play-Based Learning

- Encourages active engagement and joyful learning.
- Builds foundational skills in literacy, numeracy, and social interaction.
- Develops problem-solving and critical thinking abilities.

02 Socio-Emotional Development

- Teaches children how to express emotions and communicate effectively.
- Promotes empathy, cooperation, and self-regulation.
- Creates a warm, inclusive classroom environment.

03 Hands-On Exploration

- Provides sensory-rich experiences through arts, music, science, and nature activities.
- Encourages creativity and innovation through interactive projects.
- Develops fine and gross motor skills through active play.

04 Early Literacy & Language Development

- Teaches children how to express emotions and communicate effectively.
- Promotes empathy, cooperation, and self-regulation.
- Creates a warm, inclusive classroom environment.

05 Family Partnership

- Values parents as a child's first and most important teachers.
- Provides opportunities for parent involvement in school activities.
- Encourages open communication and collaboration between families and teachers.

06 Concept Based Assessment

- Specified Concepts Understanding
- Transdisciplinary Skills
- Inquiry & Application
- Big Ideas Connections
- Reflection & Metacognition
- Problem Solving / Real-Life Scenarios
- Evidence of Understanding

Transdisciplinary Themes

At JPIS, we believe that early childhood education should be engaging, hands-on, and developmentally appropriate. Our curriculum is carefully designed to nurture academic, social, emotional, and physical growth in young children while making learning fun and meaningful.



© International Baccalaureate

TD THEME	Description
WHO WE ARE	An inquiry into identity as individuals and as part of a collective through: • physical, emotional, social and spiritual health and well-being • relationships and belonging • learning and growing
WHERE WE ARE IN PLACE AND TIME	An inquiry into histories and orientation in place, space and time through: • periods, events and artefacts • communities, heritage, culture and environment • natural and human drivers of movement, adaptation, and transformation
HOW WE EXPRESS OURSELVES	An inquiry into the diversity of voice, perspectives, and expression through: • inspiration, imagination, creativity • personal, social and cultural modes and practices of communication • intentions, perceptions, interpretations and responses
HOW WE ORGANIZE OURSELVES	An inquiry into systems, structures and networks through: • interactions within and between social and ecological systems • approaches to livelihoods and trade practices: intended and unintended consequences • representation, collaboration and decision-making
SHARING THE PLANET	An inquiry into the interdependence of human and natural worlds through: • rights, responsibilities and dignity of all • pathways to just, peaceful and reimagined futures • nature, complexity, coexistence and wisdom
HOW THE WORLD WORKS	An inquiry into understandings of the world and phenomena through: • patterns, cycles, systems • diverse practices, methods and tools • discovery, design, innovation: possibilities and impacts

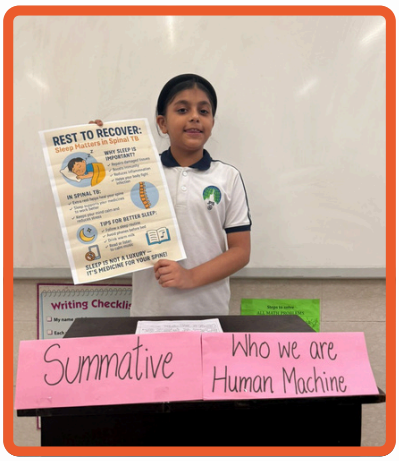
STUDENT AGENCY

© International Baccalaureate

At JPIS, student agency is nurtured daily through voice, choice, reflection, leadership, and meaningful learning experiences across classrooms.

VOICE

Students express their ideas, opinions, and perspectives to influence their learning.







CHOICE

Students make informed decisions about what, how, and with whom they learn.







OWNERSHIP

Students take responsibility for their learning by setting goals, reflecting, and acting on feedback.







APPROACHES TO TEACHING

Teaching based on inquiry

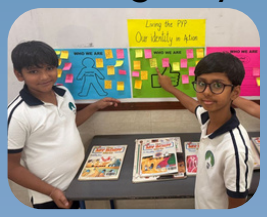
Encouraging curiosity, questioning, and investigation.

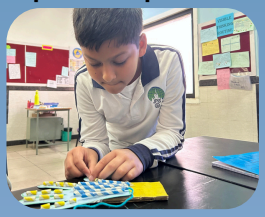





Teaching focused on conceptual understanding

Moving beyond facts to develop deep, transferable understanding.






Teaching developed in local and global contexts

Connecting learning to real-world issues, cultures, and perspectives.






Teaching focused on effective teamwork and collaboration

Promoting cooperative learning and shared construction of knowledge.






Teaching differentiated to meet the needs of all learners

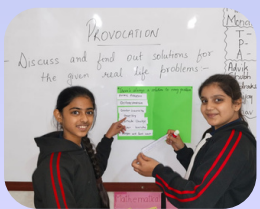
Personalizing learning experiences based on readiness, interests, and learning profiles.






Teaching informed by assessment

Using ongoing assessment and feedback to improve learning.



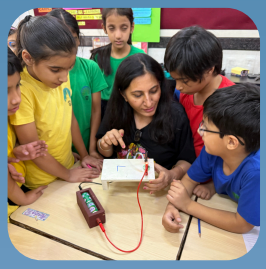

APPROACHES TO LEARNING

JAYSHREE PERIWAL INTERNATIONAL SCHOOL
Innovating minds...elevating souls

Thinking Skills

Critical, creative, and reflective thinking.

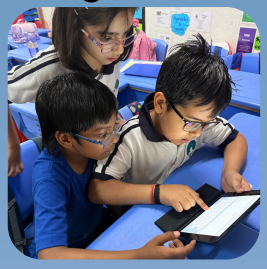
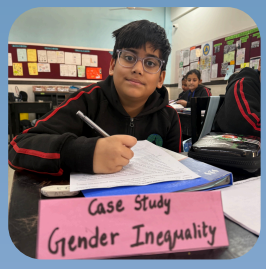


Research Skills

Finding, organizing, and evaluating information.



Communication Skills

Exchanging ideas confidently through different modes and languages.






Social Skills

Collaboration, empathy, and building positive relationships.






Self-Management Skills

Organization, mindfulness, and managing time, behavior, and well-being.







Learner Profiles in Action

JAYSHREE PERIWAL INTERNATIONAL SCHOOL
innovating minds...elevating souls

INQUIRER



Our students ask thoughtful questions and enjoy exploring ideas to learn more about the world around them.

COMMUNICATOR

Our students share their ideas clearly and listen respectfully to others.



THINKER



Our students think carefully to solve problems and make good decisions.

KNOWLEDGEABLE



Our students use what they know from different subjects to understand real-life situations.

BALANCED

Our students look after their learning, health, and emotions.



RISK TAKER



Our students try new things and are not afraid to make mistakes while learning.

REFLECTIVE



Our students think about their learning and how they can improve.

CARING

Our students show kindness and care for others and the environment.



OPEN - MINDED



Our students respect different cultures, opinions, and ways of thinking.

PRINCIPLED

Our students act honestly and take responsibility for their actions.



JAYSHREE PERIWAL INTERNATIONAL SCHOOL
Innovating minds...elevating souls

Classroom Setup & Learning Environment

Each classroom at JPIS is designed to be a safe, engaging, and stimulating environment where children can thrive.

Learning Centers





Learning Centers





Art & Creativity Station



STEM Exploration Zone



Library





Class Assembly





Dramatic Play Area

Outdoor Learning Spaces





Sensory Play Area





Nature Garden





Physical Play Structures

At JPIS, we provide a nurturing and structured environment that supports the unique needs of every child. Our class structure is designed to encourage socialization, exploration, and individualized attention, ensuring that each child receives the best possible start to their educational journey.

Inquiry-Based Learning Framework

NURSERY



- Focuses on early socialization, sensory exploration, and foundational motor skills.
- Activities include music, movement, hands-on exploration, and simple routines to build independence.

Daily Structure

- Circle time with songs and stories.
- Sensory play activities such as water tables, finger painting, and texture boxes.
- Gross motor development through soft play and movement exercises.
- Snack time and supervised free play.

KG

- Encourages language development, cooperative play, and problem-solving.
- Introduces early literacy, numeracy, and creative arts through play-based learning.

Daily Structure

- Morning greetings and structured group activities.
- Learning centers that focus on letters, numbers, and fine motor skills.
- Outdoor play to develop physical coordination and teamwork.
- Thematic storytelling and hands-on science exploration.

UKG

- Prepares children for Grade 1 readiness by enhancing cognitive, motor, and social skills.
- Engages students in structured activities, group discussions, and hands-on experiments to foster curiosity and academic growth.



Daily Structure

- Interactive literacy sessions (sight words, phonics, early writing practice).
- STEAM (Science, Technology, Engineering, Arts, Math) activities.
- Social-emotional learning through guided role-playing and problem-solving games.

GRADE 1

- Builds social skills, confidence, and independence through structured play and guided interaction.
- Develops language, early numeracy, and creativity through hands-on, inquiry-based activities.

Daily Structure

- Greetings, sharing time, songs, and short read-alouds to build listening and speaking skills.
- Letter–sound activities, number games, puzzles, drawing, and fine motor tasks.
- Art, music, movement, and hands-on materials to support expression and curiosity.

GRADE 2

- Encourages language development through discussions, journaling, and oral presentations, while promoting cooperative learning and problem-solving through group tasks and challenges.
- Integrates literacy, numeracy, and the arts through inquiry-based activities, real-life connections, and creative expression.

Daily Structure

- Morning circle and check-in
- Hands-on stations focusing on reading strategies, writing tasks, math games , and fine motor development.
- Collaborative group work
- Structured games linked to transdisciplinary themes where possible.

GRADE 3

- Develops language skills through structured discussions, guided research, and short presentations.
- Strengthens collaboration and problem-solving through shared planning, group roles, and reflection.

Daily Structure

- Goal setting, reflection, and inquiry-based questions linked to the unit.
- STEAM (Science, Technology, Engineering, Arts, Math) activities.
- Teacher-supported research, note-making, and simple data collection.
- Deeper storytelling, role-play, experiments, and design tasks connected to the unit of inquiry.



GRADE 4

- Builds critical thinking, collaboration, and independence. Students connect prior knowledge with global issues through inquiry and real-life applications.
- Activities include project-based learning, research, problem-solving, and creative expression, with focus on communication, teamwork, and ATL skills.

Daily Structure

- Morning reflections or mindfulness activities
- Inquiry-based lessons integrating language, math, and Unit of Inquiry
- Collaborative group projects and research tasks
- Reader's workshop and guided writing sessions
- Specialist lessons (art, music, PE, ICT)
- Reflection journals and self-assessment activities

GRADE 5

- Prepares students for middle years by fostering self-management, leadership, and action. Learning centers on deep inquiry, debates, and independent projects, culminating in the PYP Exhibition.
- Activities include research, presentations, experiments, fieldwork, and digital tools, with emphasis on global citizenship and reflection.

Daily Structure

- Student-led morning meetings and goal-setting
- Extended inquiry blocks for project and Exhibition work
- Advanced literacy sessions (novel studies, persuasive writing, reflective essays)
- Math applied to real-world problem-solving
- STEAM and design-thinking activities
- Specialist lessons (arts, languages, PE, ICT)

KATH MURDOCH MODEL

Exemplified through grade 5 inquiry on Where We Are In Place And Time- Legacies

TUNING IN
Sparking curiosity, finding out what students already know, and generating questions.



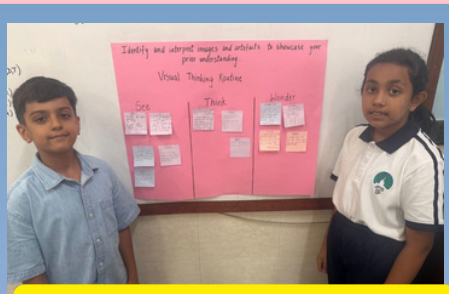
PROVOCATION - FIELD TRIP



RESEARCH WORK

FINDING OUT
Gathering new information through research, observation, and exploration.

SORTING OUT
Organizing and making sense of new information, identifying patterns or connections.



USING VTR- SEE THINK WONDER



PURSUING INTERESTS

GOING FURTHER
Deepening the inquiry by exploring areas of interest, extending thinking, and pursuing new questions.

MAKING CONNECTIONS
Reflecting on learning, drawing conclusions, and consolidating understanding.



MAKING CONNECTIONS WITH REAL - WORLD & CULTURES



ACTION FOR CHANGE

TAKING ACTION
Applying learning meaningfully through action, sharing, or creating change.

Subject Areas Integration

At JPIS, our educators use a combination of structured instruction and free play to create a well-balanced learning experience.

LANGUAGE

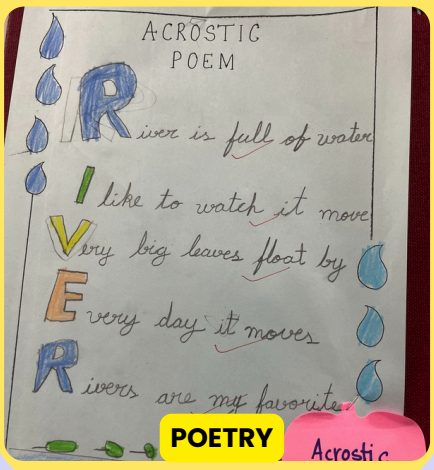


COMIC STRIPS



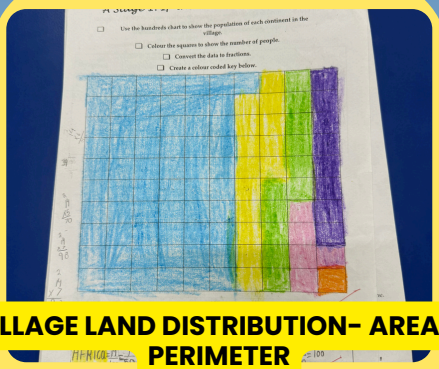
SHOW & TELL

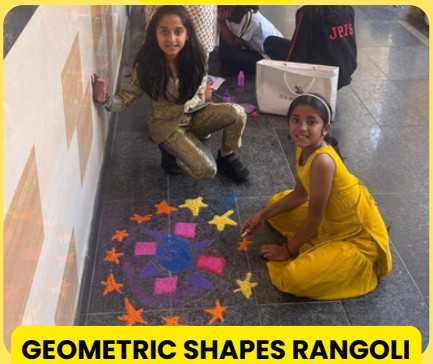

ROLE PLAY



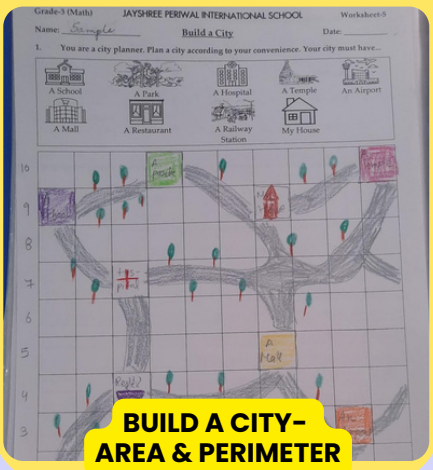
POETRY

MATH


VILLAGE LAND DISTRIBUTION- AREA & PERIMETER


GEOMETRIC SHAPES RANGOLI


CRAFT USING GEOMETRY



BUILD A CITY- AREA & PERIMETER

ART


MAKING LANDFORMS


MAKING LANDFORMS



ART IN WELLNESS


ART IN INQUIRY

JAYSHREE PERIWAL INTERNATIONAL SCHOOL
innovating minds...elevating souls

DANCE







DIFFERENT DANCE FORMS

MUSIC







DIFFERENT GENRES OF MUSIC AND VARIETY OF INSTRUMENTS

PE







INQUIRY THROUGH MOVEMENT

Library Integration & Resource Utilization

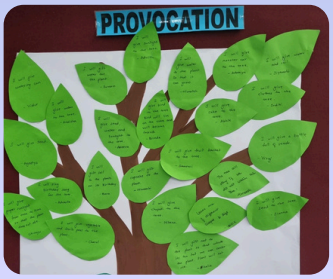


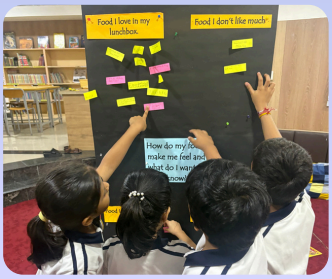












Multilingualism Approach

Language of Instruction – Building proficiency in English





LITERATURE CIRCLE

Additional Language Learning – Offering foreign languages as hobby (e.g., French, Spanish, Hindi)





SPANISH & FRENCH CELEBRATION

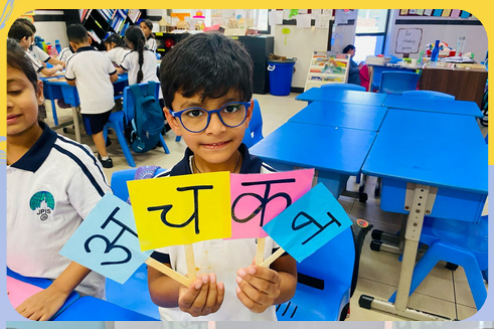
Library & Resources – Providing multilingual books





MULTILINGUAL BOOK COLLECTION

Valuing Home Languages through Mother Tongue Day





HINDI DIWAS

Family & Community Involvement – Inviting parents and community members to share stories, traditions, and experiences in their languages.



STORY FEST WITH GRANDPARENTS

Support for Language Development – Differentiation and scaffolding for English Language Learners (ELL/ESL) while maintaining respect for their home language.



BUDDY READING

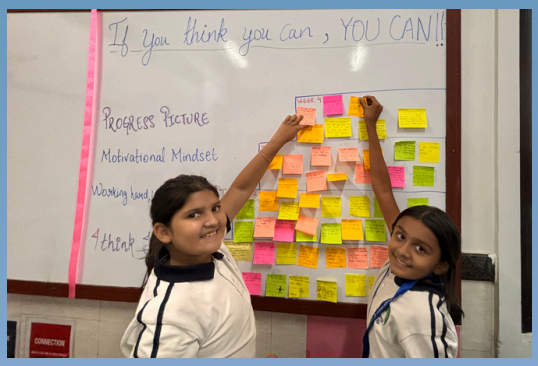
Wellness & PSPE Integration

PSPE (Personal, Social and Physical Education) nurtures students' well-being, identity, relationships, and healthy lifestyle choices, helping them grow as balanced and confident individuals. JPIS also has a dedicated Wellness Team, accessible to all via email at wellness@jpischool.com, ensuring support for wellbeing and care.

PERSONAL WELLBEING



MINDFULNESS CORNERS



GOAL SETTING



GRATITUDE PRACTICES

SOCIAL WELLBEING



GRATITUDE TOWARDS HELPING STAFF



UPLIFTING EACH OTHER



GUIDANCE FROM SENIORS AGAINST BULLYING

PHYSICAL WELLBEING



REGULAR SPORTS



YOGA AND WELLNESS

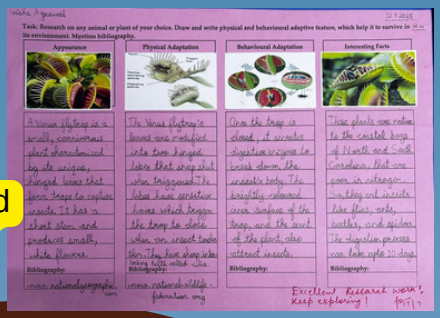


SPORTS DAY

Assessment Practices

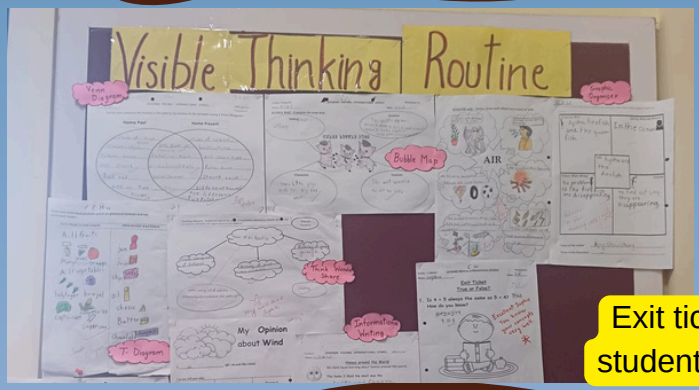
JAYSHREE PERIWAL INTERNATIONAL SCHOOL
innovating minds...elevating souls

Measuring – Gathering evidence of student learning against success criteria and learning goals to understand progress.



Student Research and Teacher Feedback

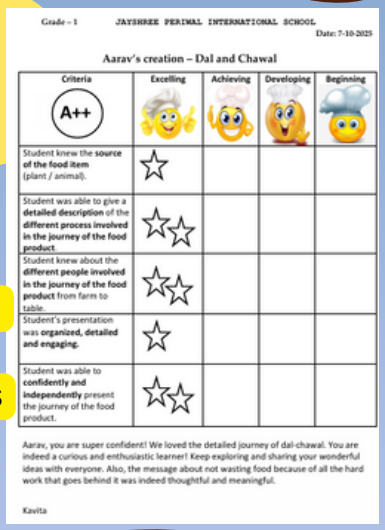
Documenting – Collecting and recording evidence of learning through observations, work samples, reflections, and portfolios.



Exit tickets and student reflection

Monitoring – Ongoing checking of student progress to inform teaching, support learners, and adjust instruction.

Regular check-ins, Formative assessments and teacher observation notes



Grade – 1 JAYSHREE PERIWAL INTERNATIONAL SCHOOL Date: 7-10-2025

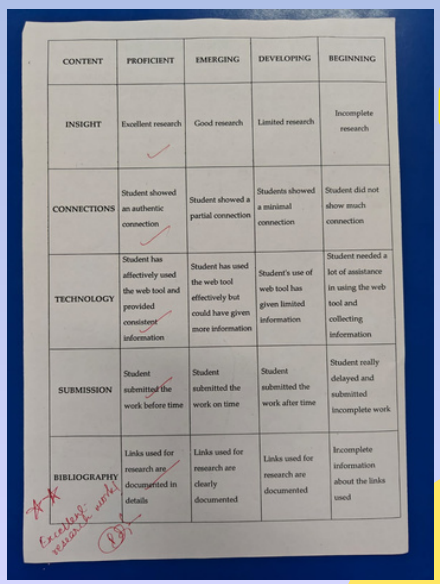
Aarav's creation – Dal and Chawal

Criteria	Excelling (A++)	Achieving	Developing	Beginning
Student knew the **source of the food item** (plant / animal).	☆			
Student was able to give a **detailed description** of the **different process involved in the journey of the food product**.	☆☆			
Student knew about the **different people involved in the journey of the food product** from farm to table.	☆☆			
Student's presentation was **organized, detailed and engaging.**	☆			
Student was able to **confidently and independently** present the journey of the food product.	☆☆			

Aarav, you are super confident! We loved the detailed journey of dal-chawal. You are indeed a curious and enthusiastic learner! Keep exploring and sharing your wonderful ideas with everyone. Also, the message about not wasting food because of all the hard work that goes behind it was indeed thoughtful and meaningful.

Kavita

Reporting – Communicating students' learning, progress, and next steps to students and parents in meaningful ways.



CONTENT	PROFICIENT	EMERGING	DEVELOPING	BEGINNING
INSIGHT	Excellent research	Good research	Limited research	Incomplete research
CONNECTIONS	Student showed an authentic connection	Student showed a partial connection	Students showed a minimal connection	Student did not show much connection
TECHNOLOGY	Student has effectively used the web tool and provided consistent information	Student has used the web tool effectively but could have given more information	Student's use of web tool has given limited information	Student needed a lot of assistance in using the web tool and collecting information
SUBMISSION	Student submitted the work before time	Student submitted the work on time	Student submitted the work after time	Student really delayed and submitted incomplete work
BIBLIOGRAPHY	Links used for research are documented in details	Links used for research are clearly documented	Links used for research are documented	Incomplete information about the links used

Rubrics and checklists, feedback and feed forward.

Differentiation & UDL Principles

Our classrooms embrace diversity by ensuring that every learner's needs, interests, and abilities are recognized and supported. Differentiation is practiced through varied tasks, flexible grouping, and personalized feedback, allowing students to progress at their own pace and style of learning.

MULTIPLE MEANS OF ENGAGEMENT

1. Multiple Means of Engagement (the why of learning)







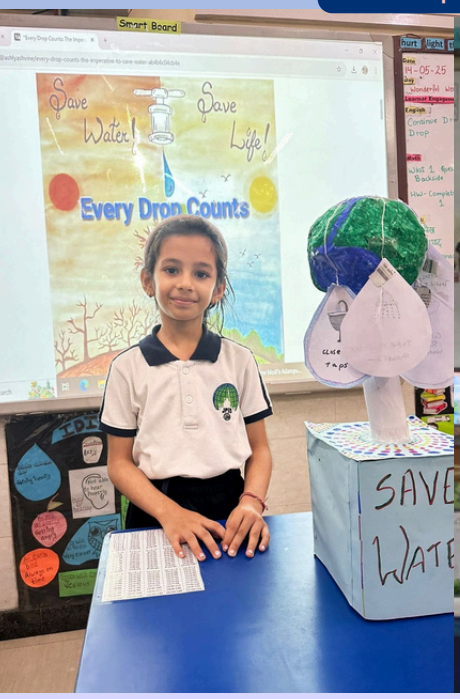
MULTIPLE MEANS OF REPRESENTATION

2. Multiple Means of Representation (the what of learning)




MULTIPLE MEANS OF ACTION & EXPRESSION

3. Multiple Means of Action & Expression (the how of learning)



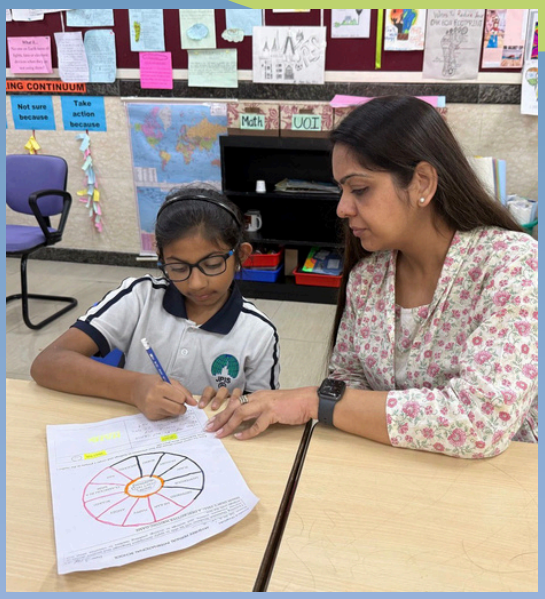




Inclusion & Support Services

JAYSHREE PERIWAL INTERNATIONAL SCHOOL
innovating minds...elevating souls

Special Education Needs (SEN) – Support for students with diagnosed learning differences/disabilities.



Well-being Support – Mental health initiatives, mindfulness, and wellness programs.



Teacher Support & Training – Professional development in inclusive practices and UDL (Universal Design for Learning).



Counseling Services – Academic, social-emotional, and career counseling.



Collaboration with Parents – Regular meetings, workshops, and shared strategies to support learners.

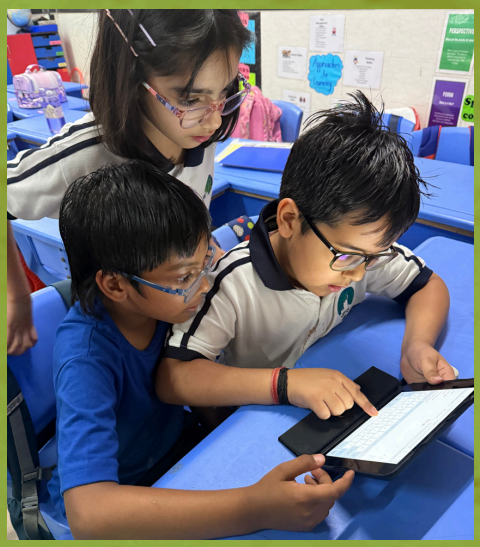


Global Citizenship Initiatives

International Guest Speakers / Experts – Exposure to global perspectives through talks and workshops.



Digital Citizenship with Global Lens – Safe, ethical, and responsible use of technology in a connected world.



Cultural Exchange Programs – Partnerships with schools across the world, virtual or physical exchanges.







Partnerships with NGOs/Community Organizations – Collaborating with groups working on human rights, environment, or social justice.



Global Awareness Days & Events – Celebrations of Earth Day, International Peace Day, World Water Day, etc.



Intercultural Understanding Activities – Multicultural fairs, language weeks, heritage days.



UN Sustainable Development Goals (SDGs) Projects – Linking learning and action to the 17 SDGs.





<gadgets> <in_action> <here>

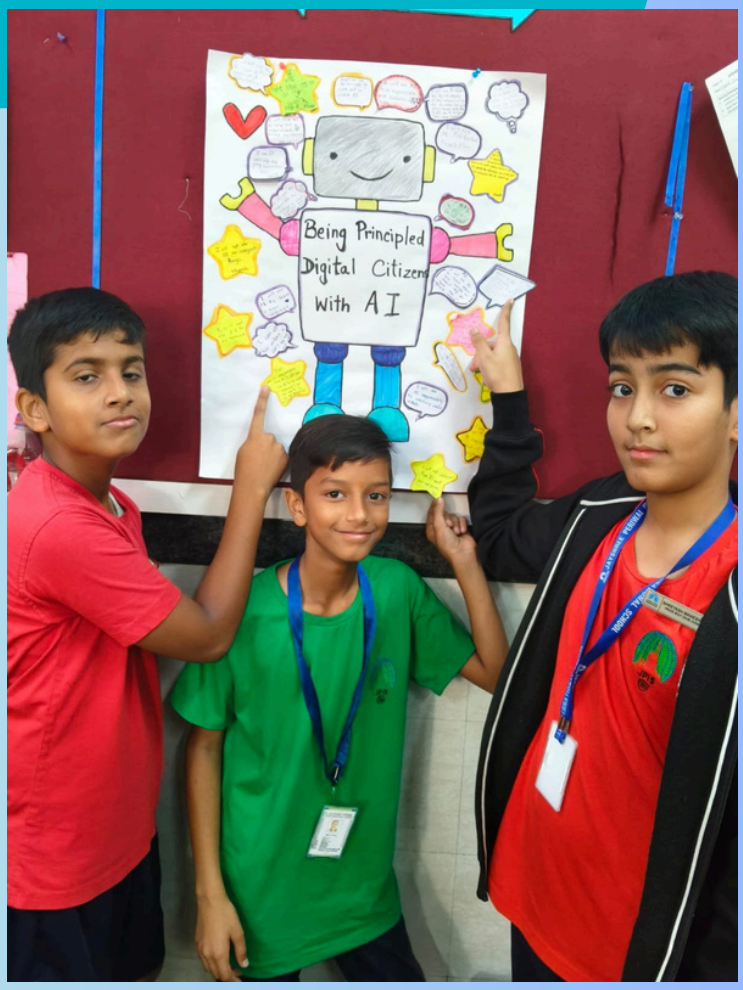
Our students use digital gadgets as meaningful learning tools to research, create, communicate, and collaborate, while being guided to use them responsibly and with academic integrity. They are taught to respect intellectual property by citing sources, avoiding plagiarism, and using information ethically, which helps them develop honesty and fairness in their work.

As part of responsible digital learning, students are introduced to the ethical use of Artificial Intelligence. They learn to use AI as a support for thinking and creativity, not a replacement for original work. Students are also guided in framing clear and effective prompts, helping them ask meaningful questions, refine ideas, and improve outcomes. Through this, they develop an understanding of transparency, critical evaluation, and responsible decision-making when using AI tools.

Through discussions, digital citizenship lessons, and real-life scenarios, our students learn how to stay safe online, communicate respectfully, and think critically about the information they access. By understanding their rights and responsibilities in the digital world, our students grow into informed global citizens who use technology thoughtfully to connect, learn, and make a positive impact beyond their classrooms.



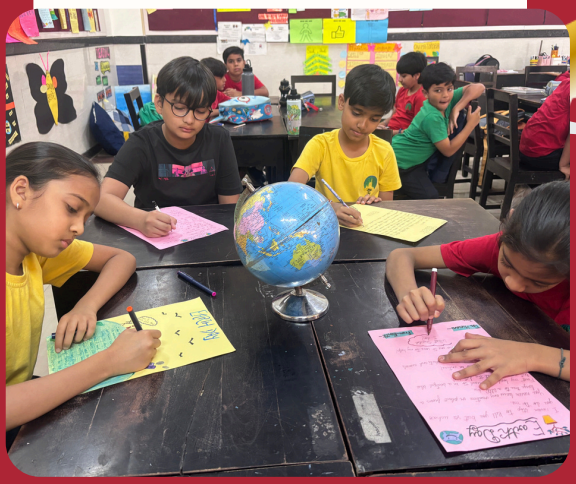




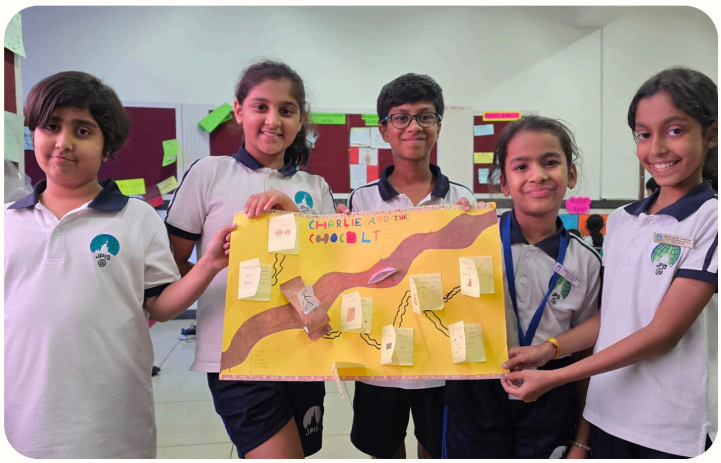
CELEBRATION GALORE!

JAYSHREE PERIWAL INTERNATIONAL SCHOOL
Innovating minds...elevating souls

EARTH DAY



LITERATURE CIRCLE



AQUA DAY



SCIENCETASTIC DAY



SPACE DAY



ROALD DAHL DAY



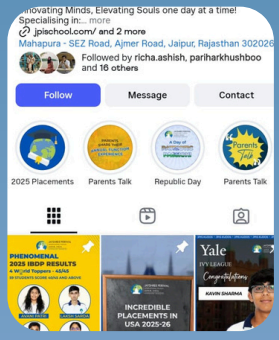
Reporting

Reporting through digital portal

The School Website
https://jpischool.com/

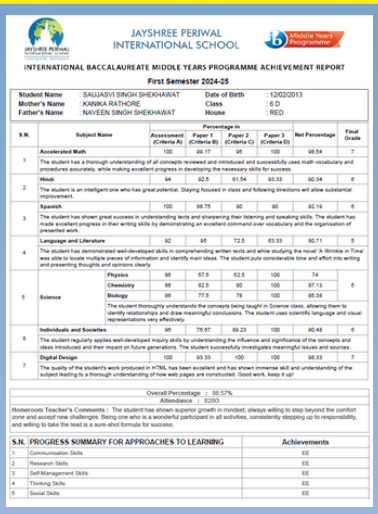


Social Media

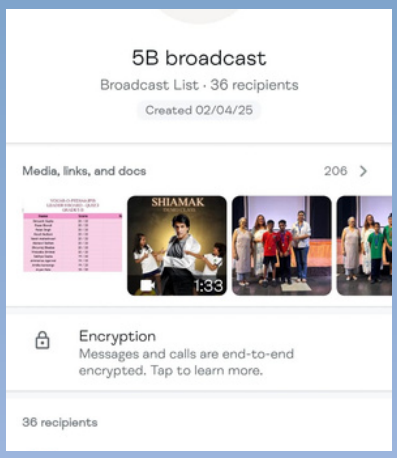




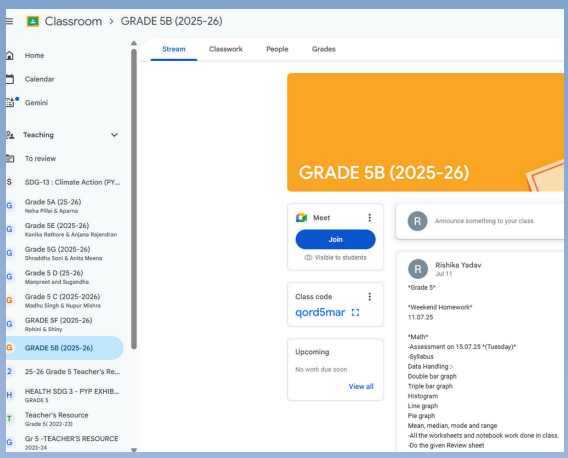
SchoolKnot Application



Broadcast Messages: Informal Daily Updates



Google Classroom: Centralized Academic Hub



Newsletter





Annual Magazine





Project Assembly





Reporting

JAYSHREE PERIWAL INTERNATIONAL SCHOOL
Innovating minds...elevating souls

Parent Teacher Meeting



Student Led Conferences



PYP Exhibition



Student Portfolio





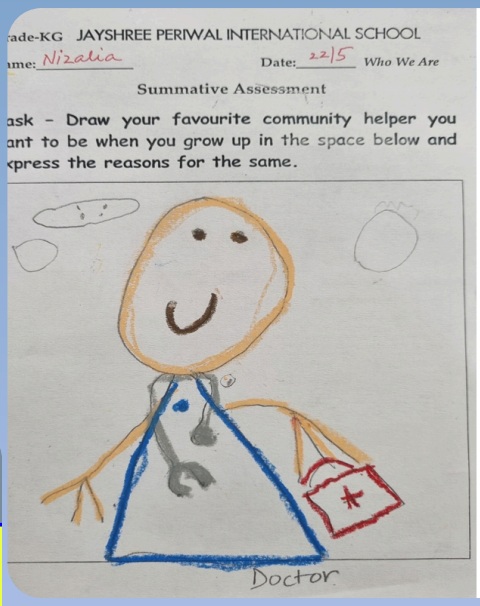
Action Taken

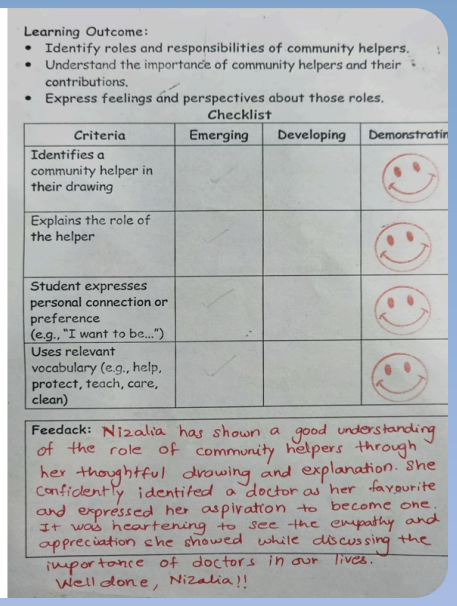
After learning that water is not only a finite resource, but an essential life giving liquid, I made poster with my buddies and placed it near water lobby to spread awareness.



This unit was a full journey of learning, creativity, and growth. I explored important concepts in Math through fun worksheets and number pyramids, which helped improve my calculation and logical thinking. In science, I learned how the excretory, digestive, and respiratory systems work, and visiting the bio lab brought those lessons to life. In language, I understood the power of idioms, explored humor through poems like "The Doctor," and used my imagination. Reading *The One and Only Ivan* helped me connect deeply with the themes of empathy and friendship. Making a self-love bookmark reminded me to care for myself too. From math problems to heartfelt stories, and from science models to creative reflections, this unit helped me become a more confident, curious, and thoughtful learner.

Feedback and Anecdotes on Formative Assessments







Task:
Learners participated in a hands-on STEAM challenge where they designed and built a mini clothesline structure using open-ended materials. The goal was to create a steady structure that could hold paper clothes, encouraging exploration of balance, stability, and purpose.

Learning Outcome:
Learners developed an understanding that people design and use different tools and systems based on needs and environment. Through this inquiry, they demonstrated early engineering thinking, problem-solving, and the ability to make connections between the function of clotheslines and daily life—supporting the strand **Time and Place.**

Staff Roles & Collaboration

JAYSHREE PERIWAL INTERNATIONAL SCHOOL
Innovating minds...elevating souls

Planning & Curriculum
- Collaborative curriculum planning
- Programme of Inquiry development and review
- Interdisciplinary learning connections





Teaching & Learning
- Student-centered inquiry
- Differentiation and assessment
- Responsible technology integration
- Multilingual learning support

Skills & Experiences
- Critical and creative thinking
- Communication and social-emotional growth
- Hands-on, experiential learning
- Student choice and ownership





Wellbeing & Reflection
- Balanced academic and wellbeing programme
- Ongoing teacher-student reflection

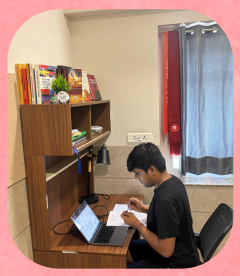
Hostel & Boarding

JAYSHREE PERIWAL INTERNATIONAL SCHOOL
innovating minds...elevating souls





HOMES , NOT HOSTELS















PASTORAL CARE







RESIDENTIAL FACILITIES

MEDICAL FACILITIES





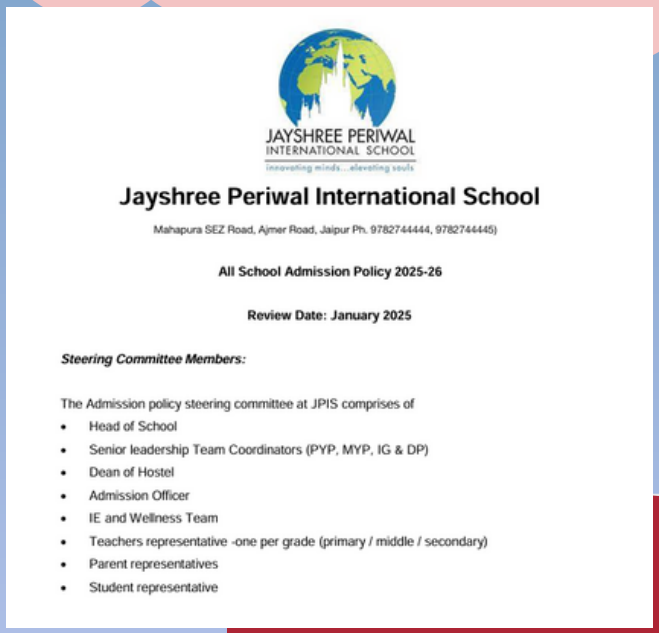


SECURITY



Policies & Code of Conduct

At Jayshree Periwal International School, culture in the IB context is understood as the collective expression of our relationships, wellbeing, inclusion, language, integrity, and learner agency. This shared understanding shapes a safe, respectful, and empowering school environment where every learner's identity, voice, and potential are valued. Our school culture makes this philosophy visible in everyday practice- through caring relationships, equitable opportunities, and high expectations for all. This commitment is further strengthened through our clearly articulated policies on admission, inclusive education, academic integrity, language, and assessment, which ensure that access, fairness, honesty, multilingualism, and meaningful learning remain at the heart of all school experiences. Together, these elements create a cohesive culture that aligns with IB values and supports the holistic development of every learner.



JAYSHREE PERIWAL INTERNATIONAL SCHOOL

Jayshree Periwal International School

Mahapura SEZ Road, Ajmer Road, Jaipur Ph. 9782744444, 9782744445)

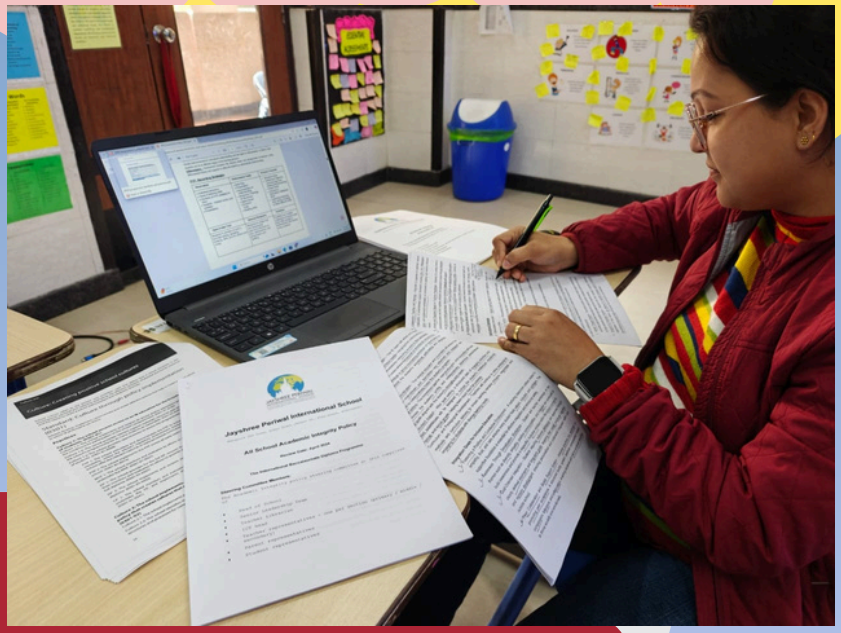
All School Admission Policy 2025-26

Review Date: January 2025

Steering Committee Members:

The Admission policy steering committee at JPIS comprises of

- Head of School
- Senior leadership Team Coordinators (PYP, MYP, IG & DP)
- Dean of Hostel
- Admission Officer
- IE and Wellness Team
- Teachers representative -one per grade (primary / middle / secondary)
- Parent representatives
- Student representative



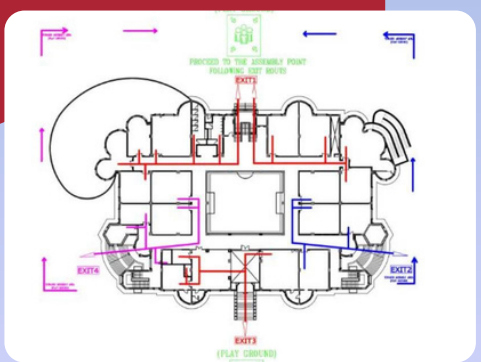
Safety Measures in Classrooms



All classrooms are equipped with child-proof furniture and soft play materials.



Daily sanitization of toys and learning materials.



Emergency exits and safety protocols clearly outlined for all staff.

Reflection & Continuous Improvement



- Teachers regularly reflect on their teaching and Units of Inquiry to improve learning experiences and student engagement.
- Feedback from students, parents, and staff is collected through surveys and meetings and used to guide improvement.
- Students and teachers use learning portfolios, goal setting, and reviews to track progress, wellbeing, and growth.
- The school uses assessment data and digital tracking tools to identify strengths, trends, and areas for development.
- Professional development is reviewed and applied to strengthen classroom practice.
- Learning is celebrated through exhibitions, showcases, and badges, followed by reflection and dialogue.
- The leadership and teaching team create action plans based on reflection, feedback, and data to continuously improve school practices.

Glossary of IB Terms

- ATL (Approaches to Learning)
- Agency
- Action
- Assessment – Formative
- Assessment – Summative
- Assessment – Baseline
- Self-Assessment
- Peer Assessment
- Portfolios
- Reflection
- Reporting
- Learner Profile Attributes
- Key Concepts – Form, Function, Causation, Change, Connection, Perspective, Responsibility
- Related Concepts
- Central Idea
- Lines of Inquiry
- Programme of Inquiry (POI)
- Unit of Inquiry (UOI)
- Transdisciplinary Themes – Who We Are, Where We Are in Place and Time, How We Express Ourselves, How the World Works, How We Organize Ourselves, Sharing the Planet
- Inquiry-Based Learning
- Concept-Based Learning
- Essential Agreements
- Differentiation
- UDL (Universal Design for Learning)
- Scaffolding
- Collaboration
- Transdisciplinary Learning
- Exhibition (PYPx)
- PSPE (Personal, Social and Physical Education)
- Inclusion
- Student Support Services
- Academic Support
- Enrichment (Gifted & Talented)
- Counseling Services
- International Mindedness
- Global Contexts
- Service and Action
- Intercultural Understanding
- Sustainable Development Goals (SDGs)
- Community Engagement
- Global Citizenship Initiatives
- Professional Learning Communities (PLC)
- Collaborative Planning
- Staff Roles & Responsibilities
- School Self-Study
- Reflection & Continuous Improvement
- Authorization
- Evaluation
- IB Standards & Practices
- IBO (International Baccalaureate Organization)
- IBEN (IB Educator Network)
- AE (Approaching Expectations)
- ME (Meeting Expectations)
- EE (Exceeding Expectations)

Voices of Our Stakeholders

Student Reflection



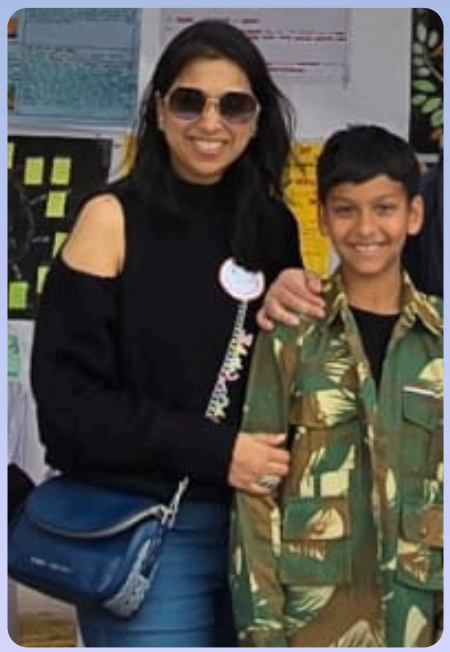
Sabhya Gupta
Grade 5

Being a student at JPIS has helped me grow not only academically but also as a person. Through inquiry-based learning, I have learned how to ask meaningful questions, think critically, and take responsibility for my own learning. I enjoy having choices in how I learn and show my understanding, which helps me feel confident and motivated.

Our teachers encourage us to reflect on our work, set goals, and improve using feedback. I have learned to collaborate respectfully with my classmates, listen to different perspectives, and appreciate diversity. At JPIS, we are taught to be caring, principled, and open-minded, both inside and outside the classroom.

Using technology responsibly has helped me research, create, and communicate better, while learning about academic integrity and ethical use of digital tools, including AI. Most importantly, I have learned that learning does not stop in the classroom—it continues through action, kindness, and making a positive difference in our community and the world.

Parent Reflection



Priya Maheshwari
Mother of Vansh Maheshwari

As a parent of a student at JPIS, I truly appreciate the way the school nurtures both learning and character. I have seen my child grow into a confident, curious, and reflective learner who enjoys coming to school every day. The emphasis on inquiry, values, wellbeing, and responsible use of technology gives me great reassurance as a parent. JPIS provides a caring environment where children are heard, supported, and encouraged to think independently while developing empathy and integrity- preparing them not just for the next grade, but for life.



Jayshree Periwal International School

innovating minds, elevating souls

Contact Support
+91-97827-44444
admissions@jpischool.com or
office@jpischool.com
www.jpischool.com

ADDRESS:
Mahapura Rd, Narayan-Y-Block, सेज,
Mahapura, Bhankrota, Rajasthan 302026