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ISTITUTO DI ISTRUZIONE SUPERIORE

LICEO CLASSICO STATALE "G. LEOPARDI"



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Three-Year-Educational and Formative Plan School Years 2019-2022 (PTOF)*



State - Run Higher Secondary School Liceo Classico "G. Leopardi"

Ratified by the *Collegio Docenti* (Core Teaching Staff) on 29th Oct.2019 Resolution no. 2
and by the *Consiglio d'Istituto* (School Council) on 30th Oct.2019 Resolution no.2

* Acronym of “Piano triennale dell'offerta formativa” (Three-Year Plan of The Educational Offer): basic document that describes the cultural and planning identity of the single school institution. It defines the curricular, extra-curricular, educational and organisational projects that each school adopts every three years according to the school autonomy regulations.

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1.

Higher Education School

1.1 Introduction

The Higher Education State-run School ‘Liceo Classico G. Leopardi’ is composed of three campuses/ units. The Liceo located in San Benedetto del Tronto, the Liceo located in Montalto Marche and the IPSSCSS (its last two classes of *Trade Services*), *Web Manager and Web Community and Social Health Services Vocational and Training High School*) located in Cupra Marittima.

Through suitable interactions and connecting needs and potentialities with the Italian National System Guide, the school has generated much more meaningful value not just a high school diploma.

1.2 Vision

- to be a benchmark of the territory fulfilling the catchment area’s needs;
- to offer top quality formative activities and ensure successful university enrollments and attendance;
- to favour the process of transition into the labour market and employment;
- to merge past and future without breaking tradition through flexible and updated teaching methods;
- to attune school life to individual dimension;
- to build a sense of community and shared experience.

1.3 Mission

- To guarantee the right to an adequate education;
- To foster successful training;
- To promote different learning styles;
- To develop full potentialities;
- To include diversity;
- To solve problems;
- To favour the catchment area choice;
- To encourage socio-cultural integration;
- To prepare students for a global and multiethnic society;
- To learn to respect other people’s opinions and ideas according to the principles of democracy;
- To be aware of one’s rights and duties in a legal system;
- To emphasize the formation of ecological culture;
- To support ethically sound awareness.

2. Territorial Needs and Context Analysis

2.1 Territorial Needs and Context Analysis

The school fosters wide and articulate processes of knowledge acquisition able to meet job and university requirements. Through the years the catchment area has so enlarged that more and more students coming from the northern coastal area, the southern town of Alba Adriatica and the river Tronto basin have enrolled at this school.

As far as hinterland is concerned, historically the well-known Liceo located in Montalto has been a strategic benchmark as it has a catchment area for towns and villages very far from education centres located in Fermo, Ascoli Piceno and SBT, so it has offered the possibility of a convenient high education location.

The IPSSCSS (*the last two classes of Trade*), and *Social Health Care, Web Marketing and Web Community Services Vocational and Training High School* located in Cupra Marittima has a real important role as it offers formative courses which meet the local job requirements as its surrounding territory houses small and medium-size businesses and special schools, residential centres, hospitals and rehabilitation workshops, day care and training centres able to make job offers nearby.

The school has been covering the role of cultural exchanges, shared initiatives and meeting opportunities hub thanks to the staff's enthusiasm.

2.2 Main features

Liceo Classico located in San Benedetto del Tronto

The liceo classico school was born experimentally in the school-year 1961-1962 as spin-off of the existing Liceo Scientifico and was given as location the town (refurbished) former hospital. In 1968-1969 it became autonomous thanks to the higher and higher enrolments (for its courses). Therefore, it was located in the Bishop's Mansion in Via Formentini and next, after three years in the former private health clinic 'Villa Anna' in Via Luigi Dari. Finally, in 1970-1972 the Liceo had its own structure in Viale De Gasperi. The building was enlarged in the 80's adding a new wing where labs and offices together with new classrooms were arranged.

The Liceo offers four courses starting from the school year 2019-2020:

- 1) Mathematics and Basic Computer Science;
- 2) Biomedical Sciences (*)¹
- 3) Standard.
- 4) **Cambridge International School**

English Language Enhancement is available in any course and class and is delivered by mother-tongue teachers. The English Enhancement Programme (EEP) is a structured communicative English language course that focuses on all four English communication skills - reading, writing, listening and speaking. It is aimed at increasing students' confidence when using the English language on a daily basis.

🎵 Then, to widen its offer, the school has asked the Local Authority for a five-year- course specialising in music to meet the demand of the pupils attending the General Lower

¹ (*) the school offers a biomedical sciences three- year- programme for students attending the third grade. In the school-year 2020-2021 a course dedicated will start since the first grade.

Secondary Education School specialising in Music and thus supplying them with the chance of a convenient and consistent higher education location and to continue with their in-depth music studies.

The Liceo Classico located in Montalto delle Marche

The historically well-known high school became legally associated with SBT in 1981. Then, in the school year 2008-2009 it was transferred to the School District in Amandola up to the school year 2014-2015 when it fell under SBT's competence again. The Liceo offers four courses starting from the school year 2019-2020:

- a) Mathematics and Basic Computer Science;
- b) Biomedical sciences (*)²
- c) Sports (**)³
- d) Standard

English Language Enhancement is available in any course and class and delivered by mother-tongue teachers. The English Enhancement Programme (EEP) is a structured communicative English language course that focuses on all four English communication skills - reading, writing, listening and speaking. It is aimed at increasing students' confidence when using the English language on a daily basis. the English language on a daily basis.

A free-Saturday week has been put into practice (from Monday to Friday 8 am-2.15 pm)

IPSSCSS 'N. Ciccarelli' (Social Health and Web Marketing and WebCommunity Services Vocational and Training High School) located in Cupra Marittima

After the dimensioning reorganization of the Italian School System in the school year 1999-2000 the former Istituto Professionale Statale per i Servizi Commercio e Turismo (*Trade and Tourism Services Vocational High School*) located in Cupra Marittima, now Istituto Professionale Statale per i Servizi Commerciali e Socio - Sanitario 'N. Ciccarelli' (*Social Health and Web Marketing and Web Community Services Vocational and Training High School*) has become associated with the Liceo Classico in San Benedetto.

It has been housed in a down-town building on the last floor in Cupra along the Adriatic Main Road.

It provides students with two courses:

- 1) Web Marketing and Web Community Services
(and the last two classes of Business Services Course);
- 2) Health Care and Social Assistance, with the possibility to gain the certificate of social worker assistant (in Italian *OOS*).

To widen its offer the school has asked the local authority for a new course in Agricultural and Rural Development Services.

A free-Saturday week has been put into practice (from Monday to Friday 8 am-2.00 pm: and an afternoon class to 4.00pm once a week)

² (*) the school offers a biomedical sciences three- year- programme for students attending the third grade. In the school-year 2020-2021 a course dedicated will start from the first grade.

³ (**) ratified with 2 resolutions by the Core Teaching Staff on 2nd Sept. 2019 and 29th 2019 to meet the local catchment area with the help of Agreements with local sports organizations.
The Sports High School aims at promotes a culture of academic excellence, collaboration, respect and commitment where the staff and students work together to achieve their personal best in the classroom, excellence on humanities and the sporting field and a reputable standing in the community.

2.3 Equipment Checking

San Benedetto del Tronto

Labs :

- Physics with Internet access;
- Multimedia with Internet access;
- Multimedia *ASMO* with Internet access;
- Interactive white board room with Internet access;
- Chemistry without Internet access.

Libraries

- School library
- Small library in the Teaching Staff Room.

Classrooms:

- 23 located on three floors (ground, first and second one) placed on two wings (the old and the new one). 19 out of them for class work, 1 for the disability, 1 for monthly communication between teachers and parents and an unused one.
- The Meeting Room with Internet access, and the Teaching Staff Room with Internet access.

Sports Facilities: a gym with a big courtyard in front of the school building for outdoor activities.

Offices:

- the Principal's
- The two Deputies'
- The Administration and Secretarial Staff Head's
- The Teaching Staff Secretarial Office
- The Administrative Secretarial Office

Toilets: 31

Store-rooms: 7

Multimedia equipment:

- 2 Interactive white boards,
- 5 video projectors,
- 40 PC workstations,
- 1 PC in each classroom
- 1 4K UHD video projector with mobile screen.

Montalto delle Marche

Teaching Staff Room with Internet.access.

1 Multimedia room with Internet access

The Deputy's room with Internet access

Classrooms: 5

Store-rooms: .1

Toilets 2

Sports Facilities: gym

Cupramarittima

Teaching Staff Room with Internet.access.

2 Multimedia rooms with Internet access

The Vice-principal's room with Internet access

Toilets n.2

Classrooms n. 9

Store-room: 1 On the floor under the roof.

Sports facilities: physical education classes are held at the Town Hall Sports Centre.

Possible future equipment

The school is going to get more Interactive white boards, PCs, notebooks and labrooms with videoprojectors for its curricula, enhancing and extra- hour- courses.

2.4 Teaching Staff Resources

There are 82 teachers, 67 out of them on permanent contract and 15 on temporary contract.

The Principal has been undertaking his new appointment since the 2018-2019 school year. He had had more than five years experience in working in a school.

School Recruitment and Retention

School recruitment has to refer to the attending students and takes into consideration any possible change due to increasing or decreasing numbers.

Expected classes, retented permanent and special education teachers and auxiliary staff plan

Expected classes. School year 2019/2020										
mechanized code	School Code	Secondary	Town	Course code	I grade expected classes a.s. 2019/20	II Grade	Reason for request II Grade classes	III expected classes	IV Expected classes	V Expected classes
APIS00300B I.I.S. LIC. CL."LEOPARDI" S.BENEDETTO TR		Higher		LI13 MUSICALE E COREUTICO - SEZIONE MUSICALE Music	2,0	0,0		0,0	0,0	0,0
APIS00300B I.I.S. LIC. CL."LEOPARDI" S.BENEDETTO TR	APPC00302Q G. LEOPARDI	Higher	SAN BENEDETTO DEL TRONTO	LI01 CLASSICO	6,0	4,0		3,0	3,0	5,0

APIS00300B I.I.S. LIC. CL."LEOPARDI" S.BENEDETTO TR	APPC00303R GIACOMO LEOPARDI - MONTALTO M.	Higher	MONTALTO DELLE MARCHE	LI01 CLASSICO	1,0	1,0	Kept classes because of seismic event (art. 18bis D.L. 89/2016)	1,0	1,0	1,0
APIS00300B I.I.S. LIC. CL."LEOPARDI" S.BENEDETTO TR	APRC00301A A. CECI	Higher	CUPRA MARITTIMA	IP02 social health services first two years and the last three ones	2,0	1,0		1,0	1,0	1,0
APIS00300B I.I.S. LIC. CL."LEOPARDI" S.BENEDETTO TR	APRC00301A A. CECI	Higher	CUPRA MARITTIMA	IP08 Trade and Business Services first two years and the last three ones	1,0	1,0		1,0	1,0	1,0

Expected classes 2020/2021										
mechanized code	School Code	Secondary	Town	Course code	I grade expected classes a.s. 2020/21	II Grade	Reason for request II Grade classes	III expected classes	IV Expected classes	V Expected classes
APIS00300B I.I.S. LIC. CL."LEOPARDI" S.BENEDETTO TR		Higher		LI13 MUSICALE E COREUTICO - SEZIONE MUSICALE	2,0	2,0		0,0	0,0	0,0
APIS00300B I.I.S. LIC. CL."LEOPARDI" S.BENEDETTO TR	APPC00302Q G. LEOPARDI	Higher	SAN BENEDETTO DEL TRONTO	LI01 CLASSICO	6,0	6,0		4,0	3,0	3,0
APIS00300B I.I.S. LIC. CL."LEOPARDI" S.BENEDETTO TR	APPC00303R GIACOMO LEOPARDI - MONTALTO M.	Higher	MONTALTO DELLE MARCHE	LI01 CLASSICO	1,0	1,0	Kept classes because of seismic event (art. 18bis D.L. 89/2016)	1,0	1,0	1,0
APIS00300B I.I.S. LIC. CL."LEOPARDI" S.BENEDETTO TR	APRC00301A A. CECI	Higher	CUPRA MARITTIMA	IP02 social health services first two years and the last three ones	2,0	2,0		1,0	1,0	1,0
APIS00300B I.I.S. LIC. CL."LEOPARDI" S.BENEDETTO TR	APRC00301A A. CECI	Higher	CUPRA MARITTIMA	IP08 Trade and Business Services first two years and the last three ones	1,0	1,0		1,0	1,0	1,0

Expected classes in 2021/2022										
mechanized code	School Code	Secondary	Town	Course code	I grade expected classes a.s. 2021/22	II Grade	Reason for request II Grade classes	III expected classes	IV Expected classes	V Expected classes
APIS00300B I.I.S. LIC. CL."LEOPARDI" S.BENEDETTO TR		Higher		LI13 MUSICALE E COREUTICO - SEZIONE MUSICALE MUSIC	2,0	2,0		2,0	0,0	0,0
APIS00300B I.I.S. LIC. CL."LEOPARDI" S.BENEDETTO TR	APPC00302Q G. LEOPARDI	Higher	SAN BENEDETTO DEL TRONTO	LI01 CLASSICO	6,0	6,0		6,0	4,0	3,0

APIS00300B I.I.S. LIC. CL."LEOPARDI" S.BENEDETTO TR	APPC00303R GIACOMO LEOPARDI - MONTALTO M.	Higher	MONTALTO DELLE MARCHE	LI01 CLASSICO	1,0	1,0	Kept classes because of seismic event (art. 18bis D.L. 89/2016)	1,0	1,0	1,0
APIS00300B I.I.S. LIC. CL."LEOPARDI" S.BENEDETTO TR	APRC00301A A. CECI	Higher	CUPRA MARITTIMA	IP02 social health services first two years and the last three ones	2,0	2,0		2,0	1,0	1,0
APIS00300B I.I.S. LIC. CL."LEOPARDI" S.BENEDETTO TR	APRC00301A A. CECI	Higher	CUPRA MARITTIMA	IP08 Trade and Business Services first two years and the last three ones	1,0	1,0		1,0	1,0	1,0

Istitutional Autonomy in Teaching Staff Resources		
LICEO CLASSICO SAN BENEDETTO DEL TRONTO		
Code	subject	number of teachers
A011	Italian and Latin	3
A013	Italian, Latin and Ancient Greek	15
A019	Philosophy and History	5
A027	Mathematics and Physics	6
A048	Physical Educationa and Sports Activities	3
A050	Natural Sciences,Chemistry and Biology	3
A054	History of Art	2
AB24	English Language and Culture	6
Vocational and Training High School		
A010	Graphics Arts	3
A012	Italian	3
A015	Healthcare sciences	1
A021	Geography	3
A026	Mathematics	2
A029	Music	0
A034	Sciences and chemistry technologies	8
A041	Sciences and ICT technologies	10
A045	Entrepreneurial economics	3
A048	Physical Educational and Sports Activities	1
A046	Law and Economics	3
A066	Applied ICT	1
A024	French Language and Culture	1
SPECIAL EDUCATION		
AD00	Special Education	13

Administrative , Technical and Auxiliary Staff Recruited	
Qualification	number
(<i>DSGA</i>) Director of General and Administrative Services	1
Technical Assistant	2
Administrative Assistants	5
Auxiliary Staff	11

Enhancing Teachers Recruitment

Organization Structure and Acquisition: n.6 teachers

Subject rank	aims
A045 Entrepreneurial economics	Supporting remedial classes, enhancement work-related experience; as appointed as substitutes during colleagues' absence up to 10 days.
A046 Law and Economics	Active citizenship teaching, Supporting remedial classes, enhancement work-related experience; as appointed as substitutes during colleagues' absence up to 10 days. Alternative activities to Catholic Religion Education teaching
A013 Italian and Latin	Supporting remedial classes, enhancement Theatre Projects as appointed as substitutes during colleagues' absence up to 10 days. Italian Communication facilitator for foreign students.
A027 Maths and Physics	as appointed as substitutes during colleagues' absence from work up to 10 days. Supporting remedial classes, enhancement
A054 History of Art	Supporting remedial classes, enhancement Theatre Project as appointed as substitutes during colleagues' absence up to 10 days .
ADO2 Special Education	Supporting remedial classes, enhancement as appointed as substitutes during colleagues' absence up to 10 days
AD03 Special Education	Supporting remedial classes, enhancement as appointed as substitutes during colleagues' absence up to 10 days

3.

Strategic Choices and Policy

3.1 Sorted out priorities after the RAV (the School Self- Evaluation Report)

General features

The report shows positive results, even if differentiated according to the structure analyzed: The Liceo Schools located in SBT and Montalto and the IPSSCSS (Trade and Social Health Services

Vocational and Training High School) located in Cupra Marittima. The School and the Standard National Tests findings have been separated accordingly. As a starting point, there is an adequate student-teacher ratio connected with the social-economic, cultural and linguistic integration. The formative weaknesses, above all at the IPSSCSS, are rallying and show a steady improvement; the school dropout rates are very low as a good result of student- tailored teaching strategies

3.2 Priorities and Goals

Liceo Classico in San Benedetto del Tronto and in Montalto delle Marche

Final School Reports

According to the section 4 from the RAV, final reports are the first goals to be improved both in intermediate and last year classes/grades. Therefore, we have the following top-priorities:

The National Institute for the Evaluation of Education and Training System (the Italian acronym *INVALSI*) Survey Data

The data are globally satisfactory with a large percentage of mid and high levels. Some heterogeneity characterized the Maths results. Montalto's records show lower but more homogeneous grades.

A.1 Priority : a reduction in weakness

- | | |
|--------------------|---|
| Strategies: | <ul style="list-style-type: none">- meetings with lower secondary school counselors;- Early identification of class and individual difficulties;- Consolidation and refreshment activities;- Remedial interventions to fill attainment gaps to prevent school failure. |
| Goals: | <ul style="list-style-type: none">- a reduction in the number of students who have suspended assessment within 2019-2022 school-years. |

A.2 Priority: Improve students performance

- Strategies:**
- standardized assessment and evaluation system;
 - The full scale of grades used;
 - pay attention to different learning styles;
 - balanced assignments;
 - carefully planned tests;
 - enhance self-esteem.
- Goals:**
- rising levels at the high and excellent ranking up to a percentage of 5% within three years.

The National Institute for the Evaluation of Education and Training System (the Italian acronym *INVALSI*) Survey Data

The data are globally satisfactory with a large percentage of mid and high levels. Some heterogeneity characterized the Maths results. Montalto's records show lower but more homogeneous grades.

B.1 Priority: reduce heterogeneity between the two schools and inside the one located in SBT.

- Strategies:**
- standardized Departement Plans;
 - shared tests for parallel classes;
 - detect common knowledge gaps;
 - team working;
 - prompt and student-centred remedial modules
- Goals:**
- homogenize the reports as much as possible.

B.2 Priority: increase both high positive results and growth trend.

- Strategies:**
- practise on model tests;
 - make students logicize;
 - devise teaching strategies, methods and plans;
 - team working.
- Goals:**
- gain a further increase in comparison with the present levels

IPSSCSS (Web Marketing and Web Community, Social Health Services Vocational and Training High School) located in **Cupra Marittima**

A. Priorities and Goals

B. Results

improvement both in intermediate and last year grades is the first identified goal.

A.1 Priority: a reduction in weakness to prevent school failure

- Strategies:**
- Updated teaching strategies;
 - student-centred modules
 - cooperative learning strategies;
 - early identification of individual difficulties and subsequent remedial interventions to fill attainment gaps to prevent school failure.
- Goals:**
- a reduction in the number of students with final suspended assessment or not admitted to the following grade within 2019- 2022 school years.

A.2 Priority: a reduction in low results

Strategies:	<ul style="list-style-type: none">- Provide feedback to students performance;- using labs to enhance students' learning;- devise teaching strategies, methods and plans.
Goals:	<ul style="list-style-type: none">- a reduction in the number of mid-low scores within 2019-2022 school years

The National Institute for the Evaluation of Education and Training findings

The data show a large percentage of mid and low levels. Some heterogeneity characterized the Maths results.

B.1 Priority: increase results

Strategies:	<ul style="list-style-type: none">- practice on model tests,- embrace innovative teaching strategies and methods.
Goals:	<ul style="list-style-type: none">- Gain an increase in mid level scores so to overcome the negative trend.

B.2 Priority: Reduce heterogeneity of grades' results

Strategies:	<ul style="list-style-type: none">- Standardized Department Plans;- Shared tests for parallel classes;- Detect common knowledge gaps;- Team working.
Goals:	<ul style="list-style-type: none">- Standardize the results as much as possible.

Reference Framework of Key Competences for Lifelong Learning

The Council Recommendation of 22 May 2018 on key competences for lifelong learning was adopted by the Council of the EU and next published on the Official Journal of the European Union.

This Recommendation replaces the Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning. In 2006 the European Parliament and the Council of the EU adopted a Recommendation on key competences for lifelong learning. Since its adoption, the Recommendation was a key reference document for the development of competence-oriented education, training and learning. Key competences are a dynamic combination of the knowledge, skills and attitudes a learner needs to develop throughout life, starting from an early stage. High quality and inclusive education, training and lifelong learning provides opportunities for all to develop key competences, therefore competence-oriented approaches can be used in all education, training and learning settings throughout life.

<p style="text-align: center;">The Reference Framework Recommendation 18th December 2006</p>	<p style="text-align: center;">The Reference Framework Recommendation 22nd May 2018</p>
<ol style="list-style-type: none"> 1. Communication in the mother tongue 2. Communication in foreign languages 3. Mathematical and basic competences in science and technologies; 4. Digital competence; 5. Learning to learn; 6. Social and civic competences; 7. Sense of initiative and entrepreneurship; and 8. Cultural awareness and expression. 	<ol style="list-style-type: none"> 1. Literacy; 2. Multilingual competence; 3. Mathematical competence in science, technology and engineering; 4. Digital competence; 5. Personal, social and learning to learn competence; 6. Citizenship competence; 7. Entrepreneurship competence; 8. Cultural awareness and expression competence

Being approved as a Cambridge School is a way of showing our commitment to excellence in education. It means joining a learning community of over 9,000 Cambridge schools in more than 1600 countries. **Cambridge Assessment International Education** has been a leading organisation in the development of the Common European Framework of Reference for Languages (CEFR). This gives them unrivalled expertise in understanding how the framework applies to schools around the world. They are leading a research programme to define the vocabulary, grammar and functional English mastered at each CEFR level. In order to cope with the challenges young people face in a modern Europe, they need to be equipped with a broad set of skills and knowledge that they can acquire and develop throughout life, instead of a fixed set of skills or knowledge, and they need the ability to adapt to change. To implement both the mentioned Recommendations and the National Guidelines as for language learning strategies, the school sorted out the priority C2, enhancing and consolidating multilingual competence (Recommendation n.2). This competence defines the ability to use different languages appropriately and effectively for communication. It broadly shares the main skill dimensions of literacy: it is based on the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) in an appropriate range of societal and cultural contexts according to one's wants or needs. Languages competences integrate a historical dimension and intercultural competences. It relies on the ability to mediate between different languages and media, as outlined in the Common European Framework of Reference. Competence in foreign languages requires knowledge of vocabulary and functional grammar and an awareness of the

main types of verbal interaction and registers of language. Knowledge of societal conventions, and the cultural aspect and variability of languages is important.

Liceo Classico in San Benedetto del Tronto and in Montalto delle Marche

C.1 Priority: raising the acquisition of mathematical competence and competence in science, technology and engineering (Acronym STEM)

Strategies:	<ul style="list-style-type: none">- Extra hours in Maths on homogeneous classes;- Increase in the number of scientific area projects;- Multimedial teaching.
Goals:	<ul style="list-style-type: none">- Gain more enrolments in Maths and Computer Science courses;- Raise in the average evaluation in scientific subjects up to 10%;- Gain a new and easier approach to tackle highly selective admission universities' enrolment tests;- Being successful at Scientific and Mathematical Universities

C.2 Priority: enhancing and consolidating multilingual competence

Strategies:	<ul style="list-style-type: none">- Implementation on the National Guidelines as for languages learning strategies;- Practice on sample/model tests for the <i>Invalsi</i>.
Goals :	<ul style="list-style-type: none">- A raise in number of English language level B2-C1;- Enrollment in foreign universities;- Enrollment at English language taught courses in Italy

C.3 Priority: increasing and improving the level of digital competence

Strategies:	<ul style="list-style-type: none">- Use of digital technologies for learning and teaching;- Attendance to courses to gain European Computer Driving Licence/EIPASS
Goals :	<ul style="list-style-type: none">- Development of the digital thinking (problem solving, strategy planning);- Confident, critical and responsible use of digital technologies;- Updating learning;- Enable easier transition from learning to the labour market.

C.4 Priority: Developing citizenship competence

Strategies:	<ul style="list-style-type: none">- topics should be considered as undivided and unbroken in their wholeness.
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- integrated learning system by making connections among concepts and experiences so that information and skills can be applied to novel and complex issues or challenges;
- developing ethical- legal-cultural sensibility centred projects;
- rethinking the routes Traineeships –new perspectives and practices

Goals :

- acting as responsible citizens;
- understanding of social, economic, legal and political concepts and structures, as well as global developments and sustainability;
- knowledge of contemporary events, as well as a critical understanding of the main developments in national, European and world history.

IPSSCSS (Web Marketing and Web Community, Social Health Services Vocational and Training High School) located in Cupra Marittima.

C.1 Priority: Increase in literacy competence

Strategie:

- individualized teaching;
- Cooperative learning.

Goals :

- promote higher literacy so to expand vocabulary and writing and speaking skills;
- Consolidation of basic literacy in Italian (for no native speakers).

C.2 Priority: strengthen multilingual competence in foreign languages

Strategies:

- Implementation on the National Guidelines as for languages learning strategies;
- Practice on sample/model tests for the *INVALSI*.

Goals:

- A raise in number of English language level B1/B2;
- Enrollment at English language taught courses in Italy;
- enable easier transition from learning to the labour market/ more effective school-to-work **transition** process.

C.3 Priority: increasing and improving the level of digital competence

Strategies:	<ul style="list-style-type: none"> - use of digital technologies for learning and teaching; - attendance to courses to gain European Computer Driving Licence/EIPASS.
Goals :	<ul style="list-style-type: none"> - Development of the digital thinking (problem solving, strategy planning); - Confident, critical and responsible use of digital technologies; - Updating learning; - Enable easier transition from learning to the labour market.

C.4 Priority: develop citizenship competence

Strategies:	<ul style="list-style-type: none"> - Topics should be considered as undivided and unbroken in their wholeness; - Integrated learning system by making connections among concepts and experiences so that information and skills can be applied to novel and complex issues or challenges; - Developing ethical-legal-cultural sensibility centred projects; - Rethinking Traineeship routes – new perspectives and practices.
Goals:	<ul style="list-style-type: none"> - Acting as responsible citizens; - Understanding of social, economic, legal and politica concepts and structures, as well as global developments and sustainability; - Knowledge of contemporary events, as well as a critical understanding of the main developments in national, European and world history.

Monitoring Results from a Distance

After enrolling at the university first year students' achievements have been diversified. At the Science courses there has been a better trend than at Human and Social Sciences. Next, there's a higher percentage of enrolments in Law Schools than the national trend but a lack of enrolments in Economics, Business and Marketing Universities. As for IPPSSCS, the percentage of students entering into employment is much higher but, there's a certain number enrolling in the university. Also these results have been diversified as follows:

Liceo Classico in San Benedetto del Tronto and in Montalto delle Marche

D.1 Priority: obtaining better results after leaving the High School

Strategies:	<ul style="list-style-type: none"> - better university guidance counselling; - offer a wider range of choices;
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Goals :	<ul style="list-style-type: none"> - support an aware choice; - further improvement in Traineeship Experience. - implement the acquisition of ECTS at any university course at the first year.
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D.2 Priority: Spur the self-judgement ability

Strategies:	<ul style="list-style-type: none"> - widen the Project Area; - support personal aptitudes and interests; - enhance different learning styles.
Goals :	<ul style="list-style-type: none"> - let choices aware and consistent with one's potential be fulfilled. - the students' personal inclinations, interests, expectations and potential

D.3 Priority: gain a knowledge aimed at university's choice

Strategies:	<ul style="list-style-type: none"> - Develop the curricula; - Spur the use of critical essays; - Simulate real situations.
Goals :	<ul style="list-style-type: none"> - Being successful at university.

IPSSCSS (*Web Marketing and Web Community and Social Health Services Vocational and Training High School*) located **in Cupra Marittima**

D.1 Priority: Spur the students to continue with the studies

Strategies:	<ul style="list-style-type: none"> - Widen studying hypothesis/possibilities; - Enhance education methods and competences.
Goals :	<ul style="list-style-type: none"> - Increase the number of enrolments at university (according to the European Long Life Learning Programme).

D.2 Priority: make transition to the labour market easier

Strategies:	<ul style="list-style-type: none"> - Enhance entrepreneurial competence through business simulations and/or entrepreneurial project-based learning; - Higher participation in sector events.
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- Goals :**
- Raise the percentage of secondary-school diploma holders' transition to the labour market;
 - Let the diploma become a real benefit in the labour market.

3.3 Prior formative aims (Article1, Section 7 L.107/15)

General features

According to the autonomy and legal status granted in 2000 and the principles set in the UDHR, the school:

- + directs its education process towards achieving the growth and development of people taking into account differences and individualities;
- + respects and sustains students' abilities, learning styles and interests;
- + meets families and territory needs in its Formative Offer Plan;
- + participates to cultural and sports events promoted by Local Bodies, Universities or Cultural Associations;
- + is committed to the territory through its valuable curricula so that the local services, School Autonomy and Timetable Schedules may contribute to the formative success of its students.

School Goals and Objectives

Students of Liceo are carefully guided in their development of a critical thinking through:

- + a constant comparison of different epochs, civilizations and cultures;
- + developing literacy competence based on an aware use of mother tongue competences enhanced/facilitated by the acquisition of classical languages as Latin and Ancient Greek;
- + the ability to master different sources of language using visual, sound/audio and digital materials;
- + the ability to use different foreign languages appropriately and effectively for communication and as analysis tools for texts and hypertexts.

Students of IPSSCSS are guided to develop professional profiles blending theory and practice into the two five-year-courses attendance at "Health and Social Care Services Course" and "Web Marketing and Web Community Services" and the two last classes of "Business Services" through:

- Good basic knowledge of the humanities and sciences;
- Workshop experience;
- Projects with local experts and services;
- Social and Health Care Assistant (*corso OSS*) offered to students attending the fourth grade in their Health and Social Care Course.

3.4 School Performance Improvement Plan

It has been designed to face *the RAV* (the School Self- Evaluation Report) findings. The aims to be prioritized are:

- early identification of learning difficulties and urgent interventions and remedial work / tutorial at the very beginning of the first year;

- developing a flexible and critical thinking method
- appreciating different learning styles;
- starting useful peer group education aimed toward development of knowledge on a certain subject or in a specific area;
- using updated teaching and learning tools and methods such as flipped classrooms and cooperative learning;
- promoting students' autonomy in research and interests;
- Peer interaction and learning in small groups to reach all the selected goals:
- assigning shared tests;
- defining shared or standard assessment criteria
- opportunity to teach to composite classes on cross-cutting issues to encourage dynamic modes so to reduce heterogeneity of results among classes;
- meetings with lower secondary school counselors;
- coherent, structured and mutually agreed Plans of action laid down by Departments
- Units of learning woven together across subjects and/or areas.
- Widening the Formative Offer;
- Designing right and successful Traineeship and Experiential Learning Programs;
- Valuable Guidance counselling for students' educational advancement;
- Enhancing ICT tools;
- Raising in laboratory teaching;
- Promoting significant learning;
- Promoting social and citizenship competences to participate in an effective and constructive way in social and working life in an increasingly diverse society.

Main Innovative Objectives

Shortly:

- ✚ the Maths and Digital Technologies Course starting;
- ✚ Liceo Classico **Cambridge International School** with Cambridge IGCSE (International General Certificate of Secondary Education) course starting;
- ✚ the Web Marketing and Web Community Services course starting;
- ✚ a new music course was submitted to the local authorities for approval;
- ✚ Biomedical sciences project starting;
- ✚ Updated teaching and learning methods and tools such as flipped classrooms, cooperative and peer learning and peer education, and debate;
- ✚ Development of ITC;
- ✚ Acquisition of EIPASS.

The school has been accredited to issue EIPASS (European Informatics Passport) certificates. EIPASS certifies possession of digital skills necessary to use to the best the computer's applications. EIPASS is a certification in line with the institutional guidelines, and it's recognized at different levels as professional training certificate.

This certification makes it possible to certify basic digital skills in school and university for instructive credits acquisition and in the workplace for score assignment in open competitions

To companies in phase of staff selection, EIPASS 7 Modules also guarantees the candidates' correct ITC skills mastery, which are now an essential requirement for insertion in the various working

environments. The interested students can attend the seven modules in online mode at school monitored and tutored by an Informatics specialist teacher of the school's. Then, at the end of each module there will be an exam.

Innovative Areas

Networks and External Collaborations:

- ✚ Aurora Network for Administrative Staff;
- ✚ National Network of Licei Classici;
- ✚ Network/Agreement with University of Camerino for Scientific subjects; Liceo with Maths and Basic Computer Science course;
- ✚ Network/Agreement with Ancona's Polytechnic University in Marche (for Science, Economics, Maths related subjects) –Accreditation and Counselling;
- ✚ Agreement for EIPASS - Accreditation;
- ✚ Network “Ambito Marche 0004”; (Marche Authority Board) for Teachers and Administrative Staff;
- ✚ ASUR - Marche's Regional Health Authority – *ambito sociale 21* (Local Authority Board) *corso OSS-* (Social and Health Care Course);
- ✚ A.U.M.I.R.E. (*Autovalutazione di Istituto*) - Self-Evaluation, Improvement and Balance Sheet and Annual Report;
- ✚ Network of “WeDebate” schools;
- ✚ Educational Avant-garde.

Places and infrastructure:

- ✚ In San Benedetto del Tronto a five-a-side football pitch is probably going to be built in the area behind the gym.

4. Educational Offer

4.1 Formative and Educational Peculiarity of Liceo Classico

The Liceo Classico's uniqueness lies in learning/specialising in classical languages and cultures. They cooperate with the other curriculum subjects to reach highly structured logical and linguistic competences apt for any educational advancement. The studied subjects allow the students to acquire a great deal of knowledge. The teaching techniques/strategies maximise the future learning experiences of the students while spurring the critical awareness of the surrounding world complexity.

While promoting whole-person development, the educational path of the Liceo aims at

- calling for a more balanced approach to Sciences and Humanities
- developing and acquiring knowledge on shared European heritage through a cross-comparison of cultural diversity;
- promoting respect for cultural diversity;
- strengthen/ improve a sense of responsibility;
- promoting/fostering an effective, efficient, and active learning;
- learning to learn;
- encouraging independent decision- making on learning;
- eliciting and training the students to generate new ideas and projects;

- nurturing a refined sense of aesthetics, art appreciation and creativity.

4.2 Formative and Educational Peculiarity of IPSSCSS

The vocational and training school located in Cupra offers two areas/courses of the service sector. Their educational plan involves offering students the opportunity to acquire sound good basic humanities integrated with entrepreneurial knowledge, skills, competencies and performance. Next, workshop experiences and projects with local experts and services.

1. **The 5-Year- Social Health Services Course** enables students to go further in their studies at a higher level or to go directly into their profession.

Students are expected to acquire and develop content that is specific to their branch of specialization in order to achieve the specific competences of their professional sector.

Competence in health and social care is an example of multi-institutional and inter-professional working. So there's the need to demonstrate high levels of professional competence in communication, team working and ethical practice.

- As far as the communication map is concerned there are 4 key clusters:
 - a) Providing Information
 - b) Relationships and networks;
 - c) Influencing and negotiating;
 - d) Gathering and processing information- that is to say gather, interpret, synthesise, analyse and record information accurately from a variety of sources.
- Team working's 4 key clusters:
 - a) Relationships and networks;
 - b) Coordinated delivery of Care/Services;
 - c) Sharing information.
- Ethical practice map:
 - a) Working with service users and carers; with colleagues, and working in professional practice and consultation process.

The course aims to boost students confidence in planning, monitoring and evaluating health services inside a wide range of caring situations such as people with learning difficulties, mental illness, physical disability and disadvantaged youth. The course is a comprehensive and challenging one comprising both academic and practical modules. Work experience is an essential part of the course. This practical component enables students to develop the skills and the qualities required in the field. Work experience placement(Traineeship) will take place from the 3rd grade. Students will work with vulnerable groups, special schools and residential centres, hospitals and rehabilitation workshops, day care and training centres.

1.1. An extra- Social and Health Care Assistant (*corso OSS*) course has been offered to students attending the fourth grade.

2. **Web Manager and Web Community Services Course Community**

Community management is a critical part of any organization's marketing strategy.

Whether it's developing a blog presence, building social media channels, or monitoring discussion forums, community managers have a hand in each of an organization's online communities in order to engage customers, analyze trends, and track brand identity. (The Internet being what it is, they're often on the front lines of crisis management, as well.)

During a time of radical business-to-consumer disruption, the community manager acts as a passionate organizational representative as well as an eager listener, understanding that strong relationships build brand loyalty, and brand loyalty builds strong organizations.

In short, the stakes are high, and job opportunities are on the rise.

The competences to be developed and applied to meet the demand for such a qualification at the end of the course should be:

- Setting, planning and implementing social media and communication campaigns and strategies;
- Providing engaging text, image and video content for all social media and professional accounts;
- Responding to customers in a timely manner;
- Monitoring, tracking and reporting on feedback and online reviews;
- Organizing and managing events to boost brand awareness;
- Coordinating with Marketing, PR and Communications teams;
- Liaising with Development and Sales departments;
- Building relationships with customers, industry professionals and journalists;
- Staying up-to-date with digital technology trends.

4.3 (PECUP) Students' Educational, Cultural and Professional Profile(s)

The educational path of the Liceo Classico strengthens the logical thinking based on transversal communication and cognitive competencies, essential in life, so enabling learners to translate them into suitable behaviour for life and at work.

In the first two years the students must accomplish:

- the morphological knowledge on lexical processing and structure of their mother tongue as well as of the ancient and modern languages;
 - communication knowledge, the acquisition of subject specific language and non-verbal communication;
 - to understand the historical and cultural development and interactions of the civilizations objects of study and analysis;
 - to develop the core knowledge of any topics studied as necessary equipment to enter the more specialised curriculum at higher grades;
 - a correct and appropriate use of language to achieve communication goals;
 - to decode different messages, extract their patterns and historically and culturally contextualize them;
 - to use a wide range of tools from dictionaries to computers;
 - to detect and analyse the main features of the used language;
 - to keep on reading, comprehending and communicating texts;
 - to report orally and write essays and summaries also through multimedia;
 - to translate texts;
 - produce didactic materials
- in the higher grade students must accomplish:
- to fully develop diachronic and synchronic knowledge of the studied civilizations;
 - to learn how to communicate in sectoral languages;
 - to decode different messages, find their patterns and linking them to specific historical-cultural context;
 - logic-based reasoning/use deductive reasoning;
 - analyze, summarize and plan/projects;
 - acknowledging complexity and diversity in literary texts after nurturing and refining the skill of translating;
 - critically analyze contexts to understand interdisciplinary texts/analyse the richness of meaning embodied in literary form;
 - train a keen sense of aesthetics and creativity;

- use the critical thinking process, propose/originate original solutions and possibilities, manage integrate and synthesize references, and through flexibility and adaptability accept changes;
- engage in rigorous approach on the methods used;
- use the acquisition and analysis tools to interpret reality being aware of different identities;
- orientate themselves to overcome difficulties and interact in a work team.

L'IPSSCSS (Trade and Social Health and Web Marketing and Web Community Services Vocational and Training High School) located in Cupra Marittima.

After five-year-courses students should:

- Be able to use the Italian language fluently and in different contexts;
- Be proficient at the sector-specific language;
- Use the foreign languages for specific purposes;
- Learn the core curriculum of literature, art, history, economics, mathematics and sciences;
- Manage the basic concepts of the production processes;
- Know the importance and benefits of workplace ethics;
- Achieve an appropriate level of critical awareness in the reality of a real world

4.4 Subjects and time table at the Liceo Classico in San Benedetto del Tronto Liceo Classico with **Mathematics and Basic Computer Science**

This course has a strong focus on maths and basic computer science, logic and deductive thinking. An additional curricular hour of maths and an additional hour of basic computer science will be implemented for five years.

12-15 afternoon lectures will be delivered by tutors from the Department of Mathematics and Informatics of the University of Camerino in the school year.

Mathematics and Basic Computer Science					
Subjects	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Italian Language and Literature	4	4	4	4	4
Latin Language and Literature	5	5	4	4	4
Ancient Greek Language and Literature	4	4	3	3	3
English Language and Culture	3	3	3	3	3
Combined History and Geography	3	3			
History			3	3	3
Philosophy			3	3	3
Mathematics	4	4	3	3	3
ICT	1	1	1	1	1
Physics			2	2	2
Sciences	1	1	3	3	2
History of Art			2	2	2
Physical Education	2	2	2	2	2
Catholic Religious Education or Alternative Activities	1	1	1	1	1
TOTAL hours	29	29	33	33	33

Liceo Classico Internazionale - “Cambridge International School”

Cambridge International School					
Subjects	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Italian Language and Literature	4	4	4	4	4
Latin Language and Literature	5	5	4	4	4
Ancient Greek Language and Literature	4	4	3	3	3
English Language and Culture	3+1*	3+1* IGCSE	3	3	3

Combined History and Geography	3	3			
History			3	3	3
Philosophy			3	3	3
Mathematics	3+1*	3+1*	2+1* IGCSE	3	3
Physics			2	2	2
Sciences	1	1	3	3	2
Biology			2+1*	2+1* IGCSE	
History of Art			2	2	2
Physical Education	2	2	2	2	2
Catholic Religious Education or Alternative Activities	1	1	1	1	1
TOTAL hours	29	29	33	33	33
<p>*A curricular extra hour is delivered by qualified native speaker language assistants to support IGCSE exam preparation.</p> <p>The Cambridge International General Certificate of Secondary Education exams will be held:</p> <ul style="list-style-type: none"> • June 2021 - English as Second Language count-in speaking • June 2022 - Mathematics • June 2023 - Biology 					

An interest in joining **Cambridge Assessment International Education** to become a **Cambridge school** was expressed on 5th September 2018 so to be part of a global community of schools working to equip learners for success in the changing world. The School Approval Visit was successfully carried out on 26th February 2019.

Cambridge IGCSE® Cambridge programmes and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research. Together with schools, they develop Cambridge learners who are confident, responsible, reflective, innovative and engaged – equipped for success in the modern world. Cambridge IGCSE is the world's most popular international qualification for 14 to 16 year olds. It is recognised by leading universities and employers worldwide.

The IGCSE route provides broad and balanced study across a wide range of subjects, using learner-centred and enquiry-based approaches to learning. Cambridge IGCSE was created more than 30 years ago. Today, it's the world's most popular international qualification for 14 to 16 year olds. Not only is it truly international - it gives students more options than any other international qualification. That means more subjects to choose from, more ways to learn and more ways to succeed. It is recognised by leading universities and employers worldwide, and is an international passport to progression and success. Developed over 30 years ago, it is tried, tested and trusted by schools worldwide. The offered qualifications are:

- Cambridge IGCSE English as a second language (count-in speaking);
- Cambridge IGCSE Mathematics;
- Cambridge IGCSE Biology.

Standard

Subjects	1st grade	2nd grade	3rd grade	4th grade	5th grade
Italian language and literature	4	4	4	4	4
Latin language and literature	5	5	4	4	4
Ancient Greek language and literature	4	4	3	3	3
English language and culture	3	3	3	3	3
Combined History-Geography	3	3			
History			3	3	3
Philosophy			3	3	3
Mathematics	3	3	2	2	2
Physics			2	2	2
Natural Sciences	2	2	2	2	2
History of Art			2	2	2
Sports activities/Physical education	2	2	2	2	2
Catholic Religion Education or Alternative activities	1	1	1	1	1
TOTAL hours	27	27	31	31	31

Liceo Classico - Biomedical Sciences

The Ministry of Education, University and Research (MIUR) has introduced this programme to improve medical- scientific competence and acquire the necessary entry requirements for admission test/prerequisites to enrol in Medicine and Surgery and Paramedic Sciences degree courses. It involves completing majors in Biology and Physiopathology.

Biomedical sciences					
Subjects	1st grade	2nd grade	3rd grade	4th grade	5th grade
Italian language and literature	4	4	4	4	4
Latin language and literature	5	5	4	4	4
Ancient Greek language and literature	4	4	3	3	3
English language and culture	3	3	3	3	3
Combined History-Geography	3	3			
History			3	3	3
Philosophy			3	3	3
Mathematics	3	3	2	2	2
Physics			2	2	2
Natural Sciences	2	2	2	2	2
History of Art			2	2	2
Sports activities/Physical education	2	2	2	2	2

Catholic Religion Education or Alternative activities	1	1	1	1	1
TOTAL hours	27	27	31	31	31

It requires 50 hours extra time attendance every year starting from the third grade. 20 hours delivered by medical staff as instructors; 20 hours delivered by the staff recruited resources in Biology, Chemistry and Sciences. Next, 10 hours will be accomplished at public-private health centres under the supervision of the Local Medical Board. The major (core)-subjects are: Anatomy, Human Physiology, Biochemistry, Molecular Biology and Microbiology. It has been sponsored by the National Board of Physicians and Surgeons.

4.5 Subjects and time table at the **Liceo Classico di Montalto delle Marche**

Liceo Classico

Standard					
Subjects	1st grade	2nd grade	3rd grade	4th grade	5th grade
Italian language and literature	4	4	4	4	4
Latin language and literature	5	5	4	4	4
Ancient Greek language and literature	4	4	3	3	3
English language and culture	3	3	3	3	3
Combined History-Geography	3	3			
History			3	3	3
Philosophy			3	3	3
Mathematics	3	3	2	2	2
Physics			2	2	2
Natural Sciences	2	2	2	2	2
History of Art			2	2	2
Sports activities/Physical education	2	2	2	2	2
Catholic Religion Education or Alternative activities	1	1	1	1	1
TOTAL hours	27	27	31	31	31

Liceo Classico with Mathematics and Basic Computer Science

This course has a strong focus on maths and basic computer science, logic and deductive thinking. An additional curricular hour of maths and an additional hour of basic computer science will be implemented for five years.

12-15 afternoon lectures will be delivered by tutors from the **Department of Mathematics and Informatics of the** University of Camerino in the school year.

Mathematics and Basic Computer Science					
Subjects	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Italian language and literature	4	4	4	4	4
Latin Language and literature	5	5	4	4	4
Ancient Greek language and literature	4	4	3	3	3
English language and culture	3	3	3	3	3
Combined History-Geography	3	3			
History			3	3	3
Philosophy			3	3	3
Mathematics	4	4	3	3	3
ICT	1	1	1	1	1
Physics			2	2	2
Sciences	2	2	2	2	2
History of Art			2	2	2
Sports activities/Physical Education	2	2	2	2	2
Catholic Religion Education or Alternative activities	1	1	1	1	1
Total hours	29	29	33	33	33

Liceo classico specialising in Sports

SPORTS					
Subjects	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Italian language and literature	4	4	4	4	4
Latin language and literature	5	5	4	4	4
Ancient Greek language and literature	4	4	3	3	3
English language and culture	4	4	4	4	4
Combined History - Geography	3	3			
History			3	3	3
Philosophy			3	3	3
Mathematics	4	4	3	3	3
Physics			2	2	2
Sciences	2	2	2	2	2

History of Art			2	2	2
Sports activities/Physical education	2	2	2	2	2
Sports Law and Economics	1	1			
Sports-Subjects	2*	2*	2*	2*	2*
Catholic Religion Education or alternative Activities	1	1	1	1	1
TOTAL hours	28	28	31	31	31
*a tuition fee will be charged to students' families					
** the course will be held by experts in all sports from local clubs and boards and /or Sports Schools					

The Sports High School aims at promotes a culture of academic excellence, collaboration, respect and commitment where the staff and students work together to achieve their personal best in the classroom, excellence on humanities and the sporting field and a reputable standing in the community.

Liceo Classico Biomedical Sciences

The Ministry of Education, University and Research (*MIUR*) has introduced this programme to improve medical- scientific competence and acquire the necessary entry requirements for admission test or prerequisites to enrol in Medicine and Surgery and Paramedic Sciences degree courses. It involves completing majors in Biology and Physiopathology.

Biomedical Sciences					
Subjects	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Italian language and literature	4	4	4	4	4
Latina language and literature	5	5	4	4	4
Ancient Greek language and literature	4	4	3	3	3
English language and culture	4	4	4	4	4
Combined History – Geography	3	3			
History			3	3	3
Philosophy			3	3	3
Mathematics	3	3	2	2	2
Physics			2	2	2
Sciences	2	2	2	2	2
History of Art			2	2	2
Sports activities/Physical education	2	2	2	2	2
Catholic Religion Education or Alternative activities	1	1	1	1	1
TOTAL hours	28	28	32	32	32

It requires 50 hours extra time attendance every year starting from the third grade.

20 hours delivered by medical staff as instructors; 20 hours delivered by the staff recruited resources in Biology, Chemistry and Sciences. Next, 10 hours will be accomplished at public-private health centres under the supervision of the Local Medical Board. The major (core)-subjects are: Anatomy, Human Physiology, Biochemistry, Molecular Biology and Microbiology.

4.6 I.P.S.S.C.S.S. Web Marketing and Web Community, and Social Health Services Vocational and Training High School

Subjects and time table

Web Marketing and Web Community

Web Marketing and Web Community					
Subjects	1st grade	2nd grade	3rd grade	4th grade	5th grade
Italian	4	4	4	4	4
English language and culture	3	3	2	2	2
Mathematics	4	4	3	3	3
History	1	1	2	2	2
Geography	1	1	-	-	-
Law and Economics	2	2	0/4	0/4	0/4
Sports activities/ Physical Education	2	2	2	2	2
Catholic Religion Education or Alternative Activities	1	1	1	1	1
Second foreign language	2	2	2/3	2/3	2/3
Integrated science	2	2	-	-	-
ICT	2	2	-	-	-
Business technology Services	6	6	8/9	8/9	8/9
Design and Technology Lab.	2	2	-	-	-
History of Art and Graphic Design	-	-	0/3	0/3	0/3
Communication techniques	-	-	0/3	0/3	0/3
Informatics/BCS	-	-	0/3	0/3	0/3
Entrepreneurial Economics	-	-	0/3	0/3	0/3
Total hours	32	32	32	32	32

Health Care and Social Assistance Services Course

Health Care and Social Assistance Services Course

Subjects	1st grade	2nd grade	3rd grade	4th grade	5th grade
Italian	4	4	4	4	4
English language and culture	3	3	2	2	2
Mathematics	4	4	3	3	3
History	1	1	2	2	2
Geography	1	1	-	-	-
Law and economics	2	2	-	-	-
Physical Education/sports Activities	2	2	2	2	2
Catholic Religion Education or Alternative activities	1	1	1	1	1
Second Foreign Language	2	2	2/3	2/3	2/3
Integrated science	2	2	-	-	-
ICT	3	3	-	-	-
Operational methodology	3	3	¾	¾	¾
Social and Human Sciences	4	4	-	-	-
Hygiene and Health Culture	-	-	4/5	4/5	4/5
General and applied psychology	-	-	3/5	3/5	3/5
Health Economics, Policy and Law	-	-	¾	4/5	4/5
TOTAL hours	32	32	32	32	32

4.7 Curricular Traineeship Experience.

School has always educated students but it has also played a crucial role in their growth development and in their future path to the labour market. Law no. 107/2015 emphasised the importance of bringing together knowledge with know-how, intensifying schools' relations with their surroundings and the worlds of production and services. The partnership with businesses can encourage innovative teaching and the dissemination of educational processes that focus on acquiring useful skills for the world of work, while promoting educational and professional guidance, self-entrepreneurship, active citizenship, and greater involvement of the young in learning processes, also thanks to new technologies. According to Law 13 July 2015, no. 107 Traineeships take place within the last three-year- study programme and remain as such until the trainees have obtained their diploma. Traineeships consist in an educational and orientation experience aimed at achieving specific learning objectives in the study programme and at gaining educational credit.

Accomplishment

This project provides a compulsory three-year-route of at least 90 hours in Liceo and 210 hours in IPSSCT - Web Marketing and Web Community, and Social Health Services Vocational and Training High School. The route has to be accomplished through a) curricular and b) extra curricular initiatives.

A) Curricular:

- stages at public and private local institution;
- Meeting businesses listed by the Italian Manufactures' Association branch located in Ascoli Piceno;
- Attendance the Project named "Financial Education at School" sponsored by the Bank of Italy and dealing with money and means of payment different from cash and the financial system;
- Lectures on workplace safety (Italian Legislative decree No.81/2008 on the safety of workplace);

- Lectures delivered by University teachers who accepted to provide university guidance counselling on the students' future career at school;
- Attendance the EIPASS 7 module course.

B) Extracurricular:

- At notary publics, Legal Firms, and experts in commercial law or business consultants;
- At doctors', dentists' and veterinaries' labs;
- At editorial offices;
- At local firms;
- At public institutions (Nursery schools, the Library, the Public Health Local Authority) and charitable organizations such as *Biancazzurro* and *Pelagallo*;
- At shops, coffee shops, cafés and restaurants.

The school will get in touch with the above mentioned institutions, possibly trying to meet the students' demands.

The liceo's students will perform their Traineeship during the school year and/or the school summer holidays. In that time the school placement tutors/surveyors will monitor and directly contact the Traineeship students and the host institutions so to optimize the placement and get the most out of it (also when enrolling at university and provide the students with the best feedback.

The *IPSSCTSS* (Web Marketing and Web Community, and Social Health Services Vocational and Training High School) students will perform the Traineeships during the second term (the five-month-one).

Certification and Assessment

Traineeship assessment will be provided according to the acquired certification of competences and skills in the three-year route, and it is a complement in the scoring process on conduct and gaining a score in educational credits.

4.8 Initiatives to widen and improve curriculum design

Liceo Classico in San Benedetto del Tronto

Title	Leader	Beneficiaries
Innovative Learning - Debate	Maistrini	From the 2nd grade
Asimov Project (<i>Progetto Asimov</i>) critical reading of scientific works	Castelletti	4th and 5th grades
University Admissions Test Preparation	Castelletti	5th grade
Ski – Week (<i>Settimana Bianca</i>)	Castelletti	From the 2 nd grade
Peer Education : peer- led interventions to prevent Alcohol and Driving	Castelletti	2 nd and 3 rd grades
Cancer prevention (<i>Martina per la prevenzione oncologica</i>)	Castelletti	3 rd and 4 th grades
School Magazine (<i>Giornalino Scolastico</i>)	Marinangeli	All grades
Humour Research Project (<i>progetto di ricerca sull'umorismo</i>)	Castelletti	4th and 5th grades
Ich liebe Deutsch lernen: beginners	Spinelli	All grades
Bompiani Printing House for Schools. Scuola Holden Contemporary Humanities: 2 meetings with translators	Spinelli	From the 2nd to the 5th grades

Tipps zu lernen (not for beginners)	Spinelli	All grades
Chess	De Angelis	All grades
The Vision and The Enigma (<i>la visione e l'enigma</i>)	Capriotti	From the 3rd grade
Philosophy Olympiad	Capriotti	From the 3rd grade
Computerized graphic design	Parmigiani	From the 3rd grade
Read and Feel Better (<i>Leggi che ti passa</i>)	Marinangeli	All grades
English Olympiad sponsored by BIM (a no-profit local scholarships granting organization)	Anzivino	4th and 5th grades
Physical Activity and Nutrition issues prevention ASUR (Local Health Authority Board)	Palestini	1st grade
Theatre Course AMAT	Marinangeli	All grades
the Night of Liceo Classico National Event	Bassanti	All grades
Time For a Film: watching films in original version	De Carolis	from the 3rd grade
Art in Progress.Pills of Art/Art in Pills	Buttafoco	From the 3rd grade
FAI Days (FAI: the Fondo Ambiente Italiano, or 'Italy's National Trust')	Buttafoco	From the 3rd grade
La Grande Bellezza- The Dream Factory, contemporary patronage to protect and promote Italy's great patrimony of talent and know-how.	Buttafoco	From the 3rd grade
The Seventh Art. That's amore	Buttafoco	From the 3rd grade
<i>Arte del Novecento</i> . Art in 1900s	Buttafoco	From the 3rd grade
Strega Book Prize	Castelletti	From the 2nd grade
Pomeriggio all'opera Opera Matinees/Pre- Opera Talk	Palestini	All grades
Italian Olympiad	Palestini	All grades
Cinema and School	Palestini	All grades
The world will be your oyster (<i>Dall'acquario al mare aperto</i>)	Giallombardo	5th grade
<i>Giù la maschera</i> /Take off your mask	Giallombardo	4th and 5th grade
My Theatre	Canaletti	4th grade(and 3rd as a reserve)
Financial System Education	Camaioni	3rd grade

I.P.S.S.C.S.S. Cupra Marittima

PROJECTS I.P.S.S.C.S.S. (Social Health and Web marketing and Web Community Services Vocational and Training High School) located in Cupra Marittima.		
Title	Leader	beneficiaries
Newspaper reading activities	Bruni	All grades
Archeology and History	Bruni	2nd grade section B
Citizenship and Constitution	Bruni	5th grade sections A/B
Cinema and School	Bruni	All grades
Cinema and History	Bruni	5th grade
Open Classes (inclusiveness)	Mastrovito/Armandini	4th and 5th grades
Mates After School (<i>Compagni dopo la scuola</i>)	Mastrovito/Armandini	All grades (especially designed for non native Italian speakers)
Web and Social Media Discovery	Rebecca	All grades
Creating an inclusive school	Canaletti	LD learners
Outdoor Education	Galletti	1st grade section B
Learning by Doing	Camaioni	4th grade section A
BT School	Galletti	4th grades sections A/B

ArcheoLab	Bruni	2nd grade section B
Learning by Doing	Camaioni	4th grade section A
PMY Day 2019	Camaioni	2nd and 3rd grades
Financial Education	Camaioni	2nd and 3rd grades Trade Services

Liceo classico in Montalto delle Marche

PROJECTS LICEO CLASSICO in MONTALTO DELLE MARCHE		
Title	Leader	beneficiaries
The Night of Liceo Classico National Event	Forte	All grades
Build up Your English	Forte	All grades
Counselling /Guide	Marinelli	Lower Secondary Schools
Volunteering	Chiarini	3rd, 4th and 5th grades
Music for Sport	Di Stefano	All grades
Tennis Course	Di Stefano	All grades
Polychoir	Chiarini	All grades
Financial System Education	Camaioni	3rd grade

4.9 Actions closely connected with *PNSD* - the Italian acronym for- National Plan for Digital Education.

In three years, In compliance with **Law 13 July 2015, no. 107** which reformed some aspects of the education and training system and gives to the Government the task of reorganising the legislation on education; the PNSD and, **The European Council Recommendation on Key Competences for Lifelong Learning adopted in May 2018** there will be a series of actions connected with:

Tools:

- ✚ To improve access the information, the web taking full advantage of The National Plan opportunity of the broadband;
- ✚ To enhance the school digital structure with light, bearable and inclusive solutions as a videoprojector in any classroom;
- ✚ To take full advantage of BYOD (bring your own device);
- ✚ To use the Learning Management System Platform (MOODLE) involving as many teachers as possible;
- ✚ To take full advantage of the PON School National Operation Programme (2014-2020) to raise funds;
- ✚ Gain the EIPASS for teachers and students.

Goals:

- ✚ To complete the process of digitising school administration and teaching so to cut down the using paper actions and processes(dematerialization);
- ✚ To favour the passage from teachers transmitting/delivering lessons to teachers mediating processes in the student-centred learning classrooms;
- ✚ Fully conscious use of ICT to look for and analyse data and information, so to discriminate reliable data from unreliable ones (Dig/Comp);
- ✚ To lead students to **Computational** Thinking/logical reasoning (Dig/Comp);

- ✚ To foster talented students to develop entrepreneurial competences through Traineeships experience and to raise awareness in the acquisition of job opportunities for anyone (Entrepreneurial Competence);
- ✚ To actively promote and share different, innovative and digital teaching methods and content in curricular and extra curricular activities.

Training:

- ✚ To strengthen the whole staff's knowledge in the digital competences;
- ✚ To pursue improved ties between innovative teaching and ICT;
- ✚ To promote processes of teaching training such as self-training practising, peer to peer tutoring, supporting and/or joining local training centres.

4.10 Learning Evaluation

The Core Departments have created and adopted standard evaluating and grading/assessment documentation grids about content, language, vocabulary, ability of critical analysis and logical competencies. Teachers assign an entry structured test to analyse the entrance prior-knowledge level and then prepare their year plan. Italian final tests are assigned in parallel classes at the 3rd, and 5th grade. Ancient Greek final tests only at the 5th grade as mock exams.

Personalized remedial courses have been organized both during the first term and after the first and final marking process. Appointed teachers of English language and culture, Ancient Greek and Latin language and literature remedial classes assign shared tests to check if the knowledge gaps have been filled.

At the IPSSCSS (Web Marketing and Web Community, and Social Health Services Vocational and Training High School) located in Cupra Marittima., afternoon supporting classes help students with their homework.

Finally, at the end of compulsory education, i.e. after two years of upper secondary education, school drafts and delivers the Certification of the levels of Competences (basic, intermediate and advanced) acquired by students after 10 years of compulsory education.⁴

In any Class Council workplans get prepared and their possible performance analysed. Breaks and changes may be carried out so to get the most out of their flexibility and finally gain the best learning process.

Content and Methodology Criteria

Teachers make their plans according to the National Guide and those plans get coordinated in each Class Council at the annual programming meeting. Teachers pursue shared goals so that students can develop an effective and efficient study method and maximize their potential.

Teachers enjoy great freedom to reach their established goals provided that their plans are consistent with the school's curriculum and educational plan as cultural and ideological plurality and different teaching methods are guaranteed by the Italian Constitution.

After the Class Council has given plans its approval, the teachers explain them to their students illustrating their cognitive and formative aims. In this way, students become active members in the learning- teaching process and understand how to self-evaluate.

⁴ Legislative references: DPR 22 June 2009, no. 122 (assessment and certification); Law 11 January 2007, no. 1 (final State exam); Dlgs 13 April 2017, no. 62 (assessment of students).

A Subject Plan may carry out:

- ✚ Deepening activities with external experts, university teachers, and prominent figures from culture and institutions;
- ✚ The use of the school multimedia tech and equipment.

Each content and methodology together with used tools can be referred to each single plan.

Tests

As far as tests are concerned the Class Councils' teachers commit themselves to:

- ✚ Assigning an adequate number and types of tests according to the State Exam;
- ✚ Practising mock-tests on the State Exam subjects within May;
- ✚ Testing orally according to each module planned. Oral Subjects may be assessed through written and structured tests provided that they will be followed by oral questioning;
- ✚ Giving marked tests back possibly within 15 days and obviously before any other written one;
- ✚ Scheduling tests at Class Council level to avoid possible overlapping on the same day. The established weekly limit is three written tests and the daily's one is two oral tests;
- ✚ The Class Council may reach an agreement (not compulsory) on alternating tests and explanations in a week.

Evaluation and Assessment Criteria

Students' assessment is both formative and summative and focuses on students' learning processes as well as on their overall learning outcomes and conduct. It should also be consistent with the learning objectives established in the Educational Offer Plan (Piano triennale dell'offerta formativa - *PTOF*) of the school, with the Guidelines and with students' personalised plans. According to the PTOF, the Teachers' Assembly defines the methods and criteria for assuring that assessment is equal, transparent and fair.

The assessment of students' conduct refers to the development of citizenship competences, according to what established by the 'Charter of Students', by the 'School-Home Mutual Responsibility Agreement' signed by pupils and parents at enrolment, and by the School Rules and Regulations.

Class teachers are responsible for daily, periodic and final assessment of students as well as for verifying their competences at the end of compulsory education and during the course of study. At the end of every term and every school year, the Class Council, made up of all the teachers for a given class, assigns marks to each student for each subject and conduct (the procedure is known as *scrutinio*). Each subject teacher proposes the mark for a given student for the relevant subject to the Class Council. The latter approves marks by majority vote. If no majority reached, the vote of the school manager prevails.

Provided that evaluation is not based on quantitative measurement but on the quality of learning gained in the short, medium and long-term, **the general criteria** used are:

- Language accuracy and content acquisition;
- Creativity and independent concepts development;
- Perseverance to optimize the time spent for study;
- Active participation in classroom.

Oral tests:

- depth and quality of content;
- personal remarks on topics;
- detailed and very clear exposition;
- synthesizing ability;
- making connections and establishing linkages;

- independent critical thinking.

Written Tests:

- range of structures and vocabulary;
- content acquisition points;
- clear exposition and accuracy;
- organization and cohesion; register;
- coherence;
- making connections and establishing linkages.

Practical Tests:

- technical knowledge;
- independent use of tools;
- ability to use apps;
- production.

The Scoring Process

The scoring process derives from a careful pondering on a fair number of oral, practical and written tests. Usually two evaluations at the first period and three at the second and last one (two/three written tests/ 2/3 oral tests). Each subject follows its own grid. The Class Council deliberates and decides for the final assessment and evaluation scoring using of a number-based grading.

The Class Council shall not reach a decision on the basis solely of the results achieved by the student in each subject but on the basis of the overall picture of the student as it emerges from all the information available to it. The final **assessment** shall not be an arithmetical average. It must be a reflection of all the observations and results available to the teacher of the subject concerned enabling him/her to evaluate in particular whether the pupil will be capable of keeping up successfully with the work in this subject in the year above. During their deliberations, Class Councils shall take account of the following consideration:

- i. To be promoted a student needs to have the basic competences, the motivation and the maturity required to keep up successfully with the work in the year above.

A general assessment of overall learning outcomes has been adapted following the model given by the EU: "according to the General Rules of the European Schools following the adoption of a new marking scale for the European Schools approved by the Board of Governors in April 2015 in Prague; approved by the Board of Inspectors (secondary) in 2017. 2017-01-D-13-en-5.

Marking scales and criteria for Students' Final Assessment of learning through KSAs using as evidence numerical marks for overall learning outcomes

Final Numerical Mark and Performance Indicator	Knowledge	Competences/Skills	Skills/Abilities
1-2 Very poor	No knowledge Does not attempt any task in any way No significant assessable material/ Inadequate or incoherent	Absent/No competence Wrong use of vocabulary Wholly deficient grasp of what has been taught. Very Weak performance almost entirely failing to meet the competences required by the subject	Absent/No skills/lack of ability to use at all or the right methods and techniques taught.
3 - 4 Poor	Very limited Attainment of nearly all the intended learning outcomes deficient.	Weak performance almost entirely failing to meet the competences required by the subject	Poor command of material
5 Limited	Attainment of only a minority of the learning outcomes.	Performance not exactly corresponding to the minimum of the competences required by the subject	Limited command of material
6 base	Minimum required knowledge met	Performance corresponding to the minimum of the competences required by the subject	Adequate command of material
7 Satisfactory	Overall knowledge required by the subject	Satisfactory performance corresponding to the competences required by the subject	Satisfactory command of material
8 good	Good knowledge	Good performance corresponding overall to the competences required by the subject	Good command of the relevant material
9 very good	Excellent range of depth of attainment of intended learning outcomes	Very good performance almost entirely corresponding to the competences required by the subject	Very good command of the relevant material
10 Excellent	Outstanding command of critical analysis and judgement	Excellent though not flawless performance entirely corresponding to the competences required by the subject	Original thinking and ability to synthesise and employ in an original way ideas from across the subject

Conduct grading process

The Conduct Guidelines set standards of conduct, performance and ethics, which apply to the students and set out in broad terms how the school expects students to behave.

These standards will be delivered at the student initial enrolment and on signing the School-Home Mutual Responsibility Agreement.

The standards help Class Councils to make decisions about the subsequent conduct grading.

Standard Conduct Guidelines

- following the School Rules and Regulations;
- respecting other people's point of view, culture and sensibilities;
- keeping a behaviour fit for school community at any time;
- respecting and been responsible for the school building and equipment;
- studying regularly and being perseverant to optimize the time spent for study;
- attending lessons regularly;
- taking active part to lessons and CCA.

The Class Council Coordinator teacher proposes the mark for a given student to the Class Council. The latter approves by majority vote. If no majority is reached, the vote of the Principal prevails. In case a student has a mark lower than 6/10 in conduct, the Class council must refuse the admission to progress to the following grade and access the final examination.

Conduct

Grade	Descriptors
10 Excellent	<ul style="list-style-type: none"> • Exemplary in attendance and conduct in school and in public, demonstrating school values of propriety, righteousness, integrity and self respect. • Polite and respectful towards teachers and peers and all the members of the school communiyt all the time • Attends school and Co-Curriculum Activities regularly • Punctual for school all the time • Always Leads other students to be exemplary in behaviour most of the time • work always submitted on time
9 Very good	<ul style="list-style-type: none"> • Propriety and righteousness • Courteous and respectful towards teachers and peers and all the members of the school community; • Attends CCA regularly; • Hardly ever late to school; • Lead other students to be exemplary in behaviour at times; • Work submitted on time;
8	<ul style="list-style-type: none"> • Courteous and respectful towards teachers;

<p>Good</p>	<ul style="list-style-type: none"> • Attends CCA regularly • Seldom late to school • Sometimes lead other students to be exemplary in behaviour at times; • Work is usually submitted on time (there are occasions of late submission);
<p>7 Fair</p>	<ul style="list-style-type: none"> • Sometimes fails to adhere to school rules; • Not always respectful towards school authority (a few demerits received and recorded in the register) • Truancy, (including CCA) non-attendance almost unchecked • Often Late to school; • Work not always submitted on time; • Committed important offence as specified in the school cockpit; • Early leavings and late entrances
<p>6 Quite fair</p>	<ul style="list-style-type: none"> • Fails to adhere to school rules; • Limited respect towards school authority; • Truancy, persitent non attendance; • Work seldom submitted in time; • Misbehaviour in the classroom: talking at inappropriate times, failing to pay attention and refusing to do the required work.
<p>5-1 Poor</p>	<ul style="list-style-type: none"> • Requires parental involvement to remedy uncontrolled behaviour; • Defiance towards school authority; • Repeated truancy, including CCA; • Late to school; • Repeated improper behaviour in public; • Work never/hardly ever submitted in time; • Committed more than 1 serious offence; • Received demerits; • Warned/convicted in a police case. • Committed any serious offence as specified and punished in the school register; • Suspended for more than 15 days

The Electronic Class Register

An E-Class Register is used to let both students and their parents get transparent information about anything carried out at school (tracking attendance, grades and so on). The parents have to account for their children's absences and also book appointments to communicate with teachers through it.

School year supporting activities

- a) **Tutorial/Remedial lessons and**
- b) **classes.**

School year supporting activities are aimed at preventing school failure so their requests may be made both by students and teachers. Identifying students at high risk and providing early

intervention is the key process to fill the gap on knowledge. The activities are focused on the subjects the students get fails.

There are three kinds of supporting activities:

a) **Remedial lessons/tutorial**

The afternoon support is a weekly lesson requested by students on topics they need to get explanations or practice after agreeing with teachers the date(s) and the time.

This request is the first and prompt student-centred remedial module (a short class conducted by a teacher for one learner or a small number of learners, usually focused on personal target-setting and reflection on the learners' own learning) to an aware self-evaluation (for helping students overcome their difficulties).

b) **Remedial classes**

At the end of those short classes the students involved will have assigned shared tests to check if the knowledge gaps have been filled. Next, their assessment will be recorded on the E-register and then, communicated to families at parent-teacher meetings.

Suspended Assessment

c) **Summer Remedial classes/tutorial for students with suspended assessment**

In June if students obtain marks below 6/10 in one or more subjects, the school organises revision activities in summer. At the final marking period the Class Council estimates the chances of the students who obtain marks below 6/10 marks to get the necessary knowledge for the next grade after attending summer revision classes or autonomous revision, if so the Class Council defers their assessment within 31st August after delivering compulsory tests. The involved students' families will get informed on the subjects fails, the dates of the tutorials and the reassessment tests. Families have the chance not to make use of the mentioned classes, but this decision must be notified.

Education for Temporarily ill students

The State guarantees the right to education to students who are unable to attend school because hospitalised, detained or at home for a long illness as evidenced by general practitioners' diagnosis and risk assessments referral (DPR n.122/2009, art.11).

4.11 School sponsored outings and tours excursion and educational field trips

School outings have to be hoped for at least 2/3 of participants from each class for their educational value. Exceptions can be made for those outings involving different classes in closely activities related to curriculum such as literary authors' conferences, theatre, cinema, music, and sports events.

1. School tours can last up to six days (five nights) for the 5th grade classes; three days (two nights) for the others. The ski-week is excepted.
2. All the activities are planned by the Class Councils: itineraries, destinations, programmes, accompanying teachers, scheduled time and dates.
3. All outings and tours should be performed within the first week of May except those relevant for their high educational value, such as the Sicily tour for the Ancient Greek performances in Siracusa at the Greek Theatre Festival dated from 9th May to 6th July. In any case, the Principal is required to exercise his discretion on the matter.

4.12 Study Abroad Experiences

The school acknowledges the high value of Study Abroad Experiences and commits itself to collaborating with host schools, students and families. It commits itself to planning any supporting activities, and monitoring and maximizing these experiences.

It should be great students chose host schools with the most suitable subjects both for the Italian Guidelines and The School Plan, so that on their return they will be easily ready to attend their class lessons in Italy.

Procedure

At least two months before leaving, students have to ask the school for a Formative Agreement through a specified form containing the following items:

- The Host School;
- The time due to be spent abroad;
- Subjects and their programmes;
- Any possible activities;
- Evaluation and assessment criteria;
- The tutor and the language to be used to get in touch with the foreign school;

Back in Italy, students have to present the following originals duly signed by the legal representative of the host School:

- Carried out school programmes;
- The school report giving details of students' work.

Students' Class Councils sign a Formative Agreement with:

- Students' strengths and weaknesses analyses and advice about topics and activities to be carried out before leaving and during their stay;
- The essentials and the main points of each subject useful for a profitable attendance on their return above all for those subjects left out in the foreign study plan;
- The Italian tutor's name and the host school's one;
- Students and school have to be regularly in touch and evidence of that must be tangible.

The above mentioned Agreement must be signed by the Principal, parents and students.

On students' return, the involved Class Councils will:

- Check the accomplished programmes and activities;
- Test the students on previously agreed essentials for the following year;
- Assess the students so to integrate the host school report;
- Give the school credits due.

4.13 SEND Students Inclusion Policy

In any class there may be students who need a special care for many reasons. Students from disadvantaged socio- economic and migrant background and with learning disorders and disabilities. (The Directive of Ministry of Education of 27 Dec.2012 entitled "Intervention tools for students with Special Educational Needs and territorial organization for school inclusion").

It is important because it provides a series of guidelines, already present in the European Union, completing, in essence, the Italian framework of school inclusion). So with a new Directive, the Ministry of Education, University and Research provides organizational indications on the inclusion of those students who are not certifiable or with disabilities or with learning difficulties, but who have learning difficulties due to personal disadvantage, family and socio-environmental (MEUR, 2012). With the terms Special Educational Needs (hereafter SEN) mean exactly: - students with disabilities; - students with learning difficulties; - students with socio-economic disadvantage, linguistic, cultural. In all these types, the Directive of 27 December 2012 extends the benefits of the above mentioned Law n.170/10, namely the compensatory tools and dispensatory devices. The Law obliges educational institutions to ensure the introduction of compensatory devices, including alternative learning and information technologies tools, as well dispensatory devices by some non-essential performance for the quality of the concepts to be learned. The Law states that it is the teaching team that identifies the most suitable for students learning tools. Ensuring that each individual can progress in their education, school must cater for SEND students and is specifically designed, staffed and resourced to provide appropriate education (Legislative Decree 13 April 2017, no 66; on the reform of the education system, in consideration of their individual needs, aiming at full development of their capability and at their independence and social participation.

Last June the school outlined its Inclusion Plan then ratified by the Teachers Council to implement the above mentioned goals.

Its set of action includes:

Organization (Responsability level)

The Principal promotes contacts with the Local Supporting Centre to maximize inclusion good practices according to efficiency and effectiveness criteria of management.

The School Council adopts an intern policy for inclusion teaching methods.

The Teachers Council designs inclusion programmes and activities and publishes them into the Formative Plan together with methodologies such as grouping, peer education, tutoring and cooperative learning.

The SEND Inclusion Leadership Team's duties include:

- conducting a surveying of send students;
- collecting all the relevant and past documents as far as education and school actions are concerned, so to get the most out of them in case of networks for exchanging experience;
- **focusing** similarities and contrasts among **cases**, advising and supporting colleagues on the methodology required and classroom management strategy;
- finding, monitoring and evaluating the school inclusion level;
- gathering the core team teachers' proposals based on the real needs of send students so to design an individual education plan;
- promoting a SEND yearly inclusion plan within june;
- hypotesing a functional use of resources so to widen the inclusion level.

The Class Council plans teaching activities, materials and practises useful for SEND students' active participation.

The Leader of the SEND Inclusion Team cooperates, communicates with colleagues and promotes team working with technicians and health professionals.

Assessment and evaluation consistent with inclusive strategies

Each SEN student must have his/her Individual Education Plan and the subsequent different and/or adapted curriculum together with assessment grid. After developing the IEP, the Class Council determines the evaluation grid and shares the following procedures:

- Scheduled and previously agreed with students tests;
- Planned oral tests as compensatory of the written ones (above all for foreign languages) and more importance to oral tests over written ones;
- Assessment on the processing and communicating competence rather than literacy;
- Use of tools and materials during tests (concept maps/flow charts);
- Introduction of digital tests;
- Longer time for written tests and study;
- Scheduled formative tests.

The Class Council monitors the Plan's effectiveness.

Curriculum development strategies for SEN students

Inclusion projects should adopt the following strategies:

- Cooperative learning;
- Group-working;
- Tutoring;
- Discovery learning;
- Time division into distinct units/breaking down the task into segments;
- Use of teaching mediators;
- Digital devices;
- Specific software.

Integration and inclusion of students with disabilities SEND

An inclusive school means that all students are welcomed – regardless of gender, ethnicity, socio-economic background or educational need. They learn, contribute, and take part in all aspects of school life. Students with SEND spend most or all of their time learning with their peers, and the school encourages awareness of the mutual benefits of inclusion. That's the reason why both teachers and SEND specialists plan and use good practices to achieve complete integration.

The specialists coordinate such process.

In this field the decision-makers are:

- The Principal;
- The SEND Inclusion Leadership Team;
- The Operating and monitoring staff- introduced by the Law 104/92;
- The Teachers' Council;
- The School Council.

The attainment of such a goal can be gained keeping into account both the real possibilities of the SEND student and the school resources.

The SEND Inclusion Leadership Team has the role to:

- Promote the creation of a culture of inclusion;
- Report an overall analysis on SEND students – their number, the types of deficit, and the involved classes;
- Check and create continuity between lower and higher education and welcome the SEND students;
- Suggest the resources to be used to raise inclusion;
- Determine the time allowances of specialists according to the needs;
- Collaborate with the Operating and monitoring staff for the inclusion activities determined in the IEPs;
- Collect and keep records on the information on adapted teaching and learning strategies also used in Networks;
- **Focusing** similarities and contrasts among **cases**, advising and supporting colleagues on the methodology required and classroom management strategy;
- Finding, monitoring and evaluating the school inclusion level;
- Periodically monitor the school actions;
- Propose SEND training courses and workshops for teachers.

The Operating and monitoring staff of any student is composed by the Class Council, the local NHS professionals and the parents, and is responsible for the IEP in all its aspects.

The Teachers Council designs inclusion programmes and activities and ratifies possible proposals on resources and training courses to be used in the inclusion policy and evaluates training courses.

According to the IEP the student can gain a diploma, also with adapted teaching strategies or an attendance certificate with the acquired knowledge and competences.

The school has adequate and equipped rooms for inclusion activities

Highly individualized and different curriculum's holders take part into supported Traineeships Projects.

The school makes a school training agreement with the surrounding territory local authorities and /or businesses apt to place and welcome SEND students.

The projects are divided into two stages:

- Inside the school;
- Outside (Local Employers, Local Institutions, Public Services).

Inside the school the students regularly attend their lessons and gain cross-cutting competences as planned by the Class Council.

Outside the stage will give the SEND students the possibility to live a real situation and enhance both manual skills and self esteem

Learning Disorders inclusion, relating to the school inclusion of students with specific learning disorders or dyslexia, dysgraphia, dyscalculia and dysorthography.

According to the Guide Lines to the Right of Study dated 12 July 2011 at school there is a LD specialist who provides, coordinates and supports colleagues in determining individualized and personalized plans (IEPS).

In November at Class Council meetings the teachers construct the IEP for their LD learners and/or update the previous ones. Also the parents are members of these individualized Councils and they can ask for professionals who can help teachers to offer extra practice or modified assignments on the learners' learning needs.

Then, following the law 170/10, issued the Guidelines of 12 July 2011, **The IEP has two general purposes:** (1) to establish measurable annual goals for the student; and (2) to state the individualized education and related services and supplementary aids and services that will be

provided to, or on behalf of, the student. When constructing an appropriate educational program for a student with a learning disorder, the IEP operating and monitoring team broadly considers the student's involvement and participation in three main areas of school life:

- the general education curriculum,
- extracurricular activities, and
- no- academic activities.

Using technology fosters belonging and interactive participation in general education classrooms for students with LD. Technology increases the frequency of assignment completion and contributes to improved motivation. It therefore supports some of the basic objectives of inclusive education: a sense of belonging to group, shared activities with individual outcomes, and a balanced educational experience. Adaptations for students with SEN have been widely used to compensate for barriers associated with difficulties in reading, writing, mathematical reasoning, and problem solving. Increased use of technology devices during cooperative learning activities can enhance the participation of students with LD by circumventing specific disability related barriers. E.g. a student with spelling problems could use devices to check spelling or search for definitions during a cooperative writing project. Or else a student with dysorthography could use a portable note taker to ease his/her frustrations, increase his/her motivation to complete assignments, and make him/her feel more accepted by his peers in the general education classroom.

Thus technology contributes to improved academic achievement. The school staff facilitates the evaluation process by identifying students' strengths and the areas in which they are challenged in general education classrooms. In collaboration, the team determines an appropriate match among devices, setting- specific demands, and student characteristics. Technology can help students with LD compensate for challenges in learning, especially in the area of writing, providing computer-supported tools. In addition, this technology can also ease frustration, increase motivation, foster a sense of peer acceptance, and improve productivity in the classroom and at home. The European Commission amendments specify that technology be considered in developing individualized educational plans (Law, 2010). Collaborative planning teams must develop a vision of technology for individual students and general education classrooms. Team members need to determine the effectiveness of current technology and closely monitor students to ensure that the necessary modifications are made to reflect the changing abilities of the individuals. For individuals with LD, this technology can be one way to break down barriers to learning.

The Law obliges educational institutions to ensure the introduction of compensatory devices, including alternative learning and information technologies tools, as well dispensatory devices by some non-essential performance for the quality of the concepts to be learned. The Law states that it is the teaching team that identifies the most suitable compensatory devices for students learning. It is good to agree on the use of these auxiliary aids with the family and with the student if he/she is an adult, so as to make he/she responsible and protagonists of his/her own learning process. Specifically the compensatory devices are educational and technological tools which replaces or facilitates performance required in the deficient ability. These devices raise the student from the performance made hard by the disorder, allowing him/her to focus on more complex cognitive tasks. Obviously the knowledge of a subject not change, but the speed and accuracy of performance improve. Some educational and technological compensatory tools are: - Word processor; - Speech Synthesis; - Concept Maps; - Audiobooks; - Scanner with Optical character recognition OCR; - Calculator with speech synthesis; - Speech Recognition; - Interactive White Board IWB; - Dispensatory devices - Digital foreign language Dictionaries

Teachers construct a profile for each student. It includes information about gender, age, language knowledge, and what gets the student motivated. There's also information from previous teachers about the student's learning habits and speed (so they know whether to offer extra practice or modified assignments), and specialists' observatories about the student's learning needs. So the

teachers can tailor their teaching to match each student's needs, and write which kind of modifications and assessments to use into their yearly lessons plan.

ICF classification needs inclusion

The “bio-psycho-social” model in the International Classification of Functioning, Disability and Health (ICF, 2001), according to which “every student, continuously or at certain times, can develop special educational needs for physical, biological, physiological, or even psychological and social reasons, for which it is necessary for the school

for those who present learning difficulties of a temporary nature (i.e. sociocultural and linguistic disadvantages, etc.), a pedagogical and educational document elaborated by the teachers of the class council and signed by the school and by the family is sufficient to allow the creation of a individualized and personalized learning pathway. More precisely, beginning and continuing the integration/inclusion process in schools relies on the drafting of technical and planning documentation

The Class Council plans its strategies also with the help of technicians and health specialists. It communicates with families through its meetings' reports and monthly communications. Under certain circumstances the IEP can be revised, updated and changed as for its flexibility.

5. Organization

5.1 School organizational structure

School year periods/terms

- First period (three- month-period) from the beginning to Christmas holidays.
- Second period (five-month-period) from the 7th January to the end of the school year.

Organization staff/chart and duties

First Deputy Principal Ida Castelletti Administrator and Coordinator	Second Deputy Sabrina Ricci Administrator and Coordinator
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Coordinators for curricular and extra-curricular activities/area/Senior Management Team

AREA	Duties
Educational and Formative Plan Manuela Buttafoco	Reorganising the three-Year-Educational and Formative Plan (<i>PTOF</i>) Arrange /devise and standardise/codify the PTOF Coordinating and evaluating/ monitoring PTOF's activities Coordinating the PTOF related committee Coordinating extracurricular projects Coordinating and managing the FAI project
Counsiling/Guide Maria Letizia Canaletti	Counsiling projects Ministry of Education, University and Research and Regional projects Counsiling management Coordinating the Committee activities

SEND/LD Inclusion activities Maurizio Armandini	Coordinating/ monitoring the adaptive, compensative, inclusive and improving activities: integration care
The School Self-Evaluation Report/School Improvement Plan Maria Palestini	School Self-Evaluation Report Coordinating the S.S.E.R Committee Arranging and standardising documents such as the <i>RAV</i> and <i>PDM School Improvement Plan</i> Preparing and sending out customer satisfaction surveys Managing Self-Evaluation, Improvement and Balance Sheet and Annual Report (<i>AUMIRE</i>) Managing The National Institute for the Evaluation of Education and Training Tests <i>INVALSI</i> Possible modifying and sending out <i>AUMIRE</i> surveys

Location supervisors

Supervisors	School
Ida Castelletti	Liceo Classico in San Benedetto del Tronto
Diana Marinelli	Liceo Classico in Montalto delle Marche
Emilia Canaletti	Web marketing and Web community, Social Health Services Vocational and Training High School in Cupra Marittima

Committees Heads and Members

Commettee	Names
School self-Evaluation Report <i>RAV</i>	Palestini/Forte/Anzivino/Castelletti/Canaletti Emilia/Ricci
The National Institute for the Evaluation of Education and Training <i>INVALSI</i>	Palestini/Castelletti/Forte/Canaletti/Ricci
Educational and Formative Plan	Buttafoco/Castelletti/Palestini
<i>FAI</i>	Buttafoco/Parmigiani/Spinelli/Forte
Counselling	Canaletti M.L/ Canaletti E/Maestrini/Marinelli/Serafini
Web site	Parmigiani/Bruni/Buonfigli/Carminucci/Spinelli /Di Bartolomeo (Auxiliary Staff)
Cambridge International/Erasmus/International Projects	Anzivino/Buonfigli/Spinelli
EU Projects	Anzivino/De Carolis/Forte/Spinelli S.
The National Event : the Night of Liceo classico	Amadio/Bassanti/Anzivino/Furiani/Marinelli

Excursion Policy	Castelletti/Canaletti L/Canaletti E/Palestini/Marinelli
Traineeship activities	Camaioni/Castelletti/Marinelli
Health Care and Social Assistance Course	Camaioni/Laurenzi/Pazzarelli
Project Management and E-Commerce	Rebecca/Tomassini/Bruni

Liceo Cambridge International School

Duty	Location	Coordinator
Liceo Cambridge International School	SBT	Anzivino

Heads/Leaders

Duty	Location	Names
Timetabling	Cupra	Camaioni
Timetabling	SBT	Castelletti-Ricci
Timetabling	Montalto	Marinelli
School Accreditation from the Marche Region	San Benedetto del Tronto and Cupra Marittima	Castelletti
Digital Animator	All locations	Buonfigli / Carminucci
Cyberbullying	All locations	Buttafoco
Paths for Cross- Competencies and Orientation (<i>Percorsi per le Competenze Trasversali e per l'Orientamento</i>) /traineeship report	All locations	Camaioni
Citizenship and Constitution	All locations	Giallombardo
School Press Release/ Learning Chess	All locations	De Angelis
The Night of liceo classico	SBT	Amadio/Bassanti
The Night of liceo classico	Montalto	Cameli /Giorgi
Computer EIPASS	All locations	Camaioni
WebSite Design	All locations	Parmigiani
LD students	All locations	Mastrovito

Heading Teaching Staff and Duties

Duty	Subjects	Leader
1. Monitoring activities aimed at preventing school failure and providing early intervention then, planning remedial lessons within mid October and the second half of February; 2. Managing local, regional and national Olympic Games	All of them	Class Coordinators have to communicate their supporting activities to Deputies in due time.
Cambridge International School	SBT	Anzivino

Core Departments Leaders / Curricular Subjects' Department Coordinators	Italian-Latin-Ancient Greek-Combined History-Geography the first two years and the last three	Marinangeli Lucia
	Philosophy and History	Capriotti Lorella
	English Language and Culture	Anzivino
	Mathematics and Physics	Buonfigli Anna
	Sciences	Castelletti
	Catholic Religion Education	Sciocchetti
	History of Art	Buttafoco
	Physical Education	Bruni
	Humanities	Fazzini
	Science, Technology, and Mathematics	Rebecca
	SEND	Armandini
CLIL leader 5th Grade section A		Matera
CLIL leader 5th Grade section B		==
CLIL leader 5th Grade section C		Buonfigli
CLIL leader 5th Grade section D		Buttafoco
CLIL leader 5th Grade section E		Buttafoco
Citizenship and Constitution	Teachers may develop and share a module on citizenship and constitution to be approved in their Class Councils within October.	All teachers

Class Coordinators

Duty/Role	Location	Class	Name
Class coordinating	SBT	1A	Monaldi
		1A International	Anzivino
		2A	Saini
		1B	Longo
		2B	Giallombardo
		1C	Cocci
		2C	Liberati
		1D	Rosei
		2D	Spinelli
		3A	Canaletti
		4A	Palestini
		5A	Castelletti
		3B	De Angelis
		4B	Ricci
		5B	Bassanti
		3C	Pescetti
		4C	Maistrini
5C	Amadio		
5D	Buttafoco		

	Montalto delle Marche	5E	Furiani
		1M	Giorgi
		2M	Cameli
		3M	Forte
		4 M	Marinelli
		5M	Ottaviani
	Cupra	1B	Stella
		2A	Rebecca
		2B	Armandini
		3A	Accattapà
		3B	Fazzini
		4B/A	Maroni
		5A	Camaioni
		5B	Bruni

5.2 Clerical and Administrative Offices Organization

Lines	Duties/ Performance Responsibilities	Tasks
School clerks	Pupils Management	<p>Updating student attendance records. Providing information to school staff and families also in the E-Class Register/ Responsibility for the safe custody and retention of all records such as Enrollment of students/ all data entry (SEND and LD as well) inserting into the database of <i>SIDI</i> website. <i>INVALSI</i> submitting data. Terminal and final assessment/Examination/leaving register/transfer certificate Book/ School Statistics Register/ student cumulative Record Cards/ student attendance, fees, and academics reports and letters. End of Year Processing: enters/promotions/suspensions/retentions. Handling incoming and outgoing correspondence/ school sponsored outings and tour excursion and educational field trips. PE Exemptions. Trade Union Reports. Front Office – School Sport Activities. PR activities: Casualty Insurance (Inail -the National Institute for Insurance against Accidents at Work; Compulsory Schooling Control.Counselling in the lower secondary schools. Accomplishment the new Public Health Local Authority platform with the teacher in charge. Students are entitled to change courses and transfer to another type of school, if they pass a supplementary examination which grants admission to a class of the corresponding level. The supplementary examination is based on all or part of the subjects not included in the curriculum of the school of origin</p>
Archiving, Document Management, and Records Management		<p>Incoming and outgoing papers registered on protocol register. Intranet mailing. Mail sorting and monthly stamping. Archiving and document management, records management. Writing and sending certified mail. Social Health and Care Services Course: incoming and outgoing correspondence. Concluding agreements/monitoring and controlling process with internal and external teachers as leaders of projects</p>

Admin. Management	Personnel/Staff	Teacher Personell files/ incoming and outgoing documents: Absences monitoring, and managing sickness absences and controlling interventions./certificates of teaching experience/ probationary first year teaching/retiring/ temporary suspension under discipline process/ Transfers, temporary employment in different subject ranks/ school. Temporary recruitment contracts. Job Centre, Personel absences and presences management. Vacancies of Leading teachers and learning specialists: assessing and ranking short listed applicants according to Qualifications and Experience. Teachers' career folders/providing the appointment of substitutes, and possible recruitment. Inserting filled sub assignment forms into <i>SIDI</i> website. Convocation of applicants for substituting teachers from the subject ranking lists. State Exam. Teacher Appointments.
	Assisting and supporting <ul style="list-style-type: none"> • school projects. • auxiliary staff • purchasing 	Auxiliary staff absences management. Authorization forms for practising a professional. Assisting and supporting school projects connected with the Educational Plan (<i>PTOF</i>): external expertise/collaboration agreements :supply and final control of registers; training activity management (lecturer appointments/prepare necessary papers, attendance certificate. State Severence Package. State Data Bank of teaching appointments. Sending data to Social Security Service (<i>Inps/Ex-Inpdap</i>) Develop procurement plans for goods and services (quotations and orders) negotiating and contracting Procurement Contracts according to the Italian Law. Test Establishing control on Consumables; Post Office current account, And providing monthly controls for auxiliary staff badges.

Opening Times

- On Monday to Friday from 7.45 am to 9.00 am and from 11.00 am to 1.00 pm
- On Saturdays from 7.45 to 1.00 pm
- On Tuesday and Thursday afternoon from 3.00 pm to 5.00 pm

5.3 Networks and External Collaborations

- *Aurora* Network for Administrative Staff Training
- National Network of Licei Classici
- Fiber.4.0 Network “*Formazione sulla Revisione dei percorsi I.P.*” (Legislative Decree 61/2017) Training for the revision of the Higher vocational education and training system managed by the State waiting for the National Guidelines;
- Network/Agreement with University of Camerino for Scientific subjects;
- Network/Agreement with University Politecnico delle Marche for STEM and Economics subjects – Accreditation;
- Agreement for EIPASS Accreditation;
- Network “*Ambito Marche 0004*” (Marche Authority Board);

- *ASUR* - Marche's Regional Health Authority – ambito sociale 21 (Local Authority Board) corso *OSS*- Social and Health Care Course;
- *A.U.M.I.R.E. (Autovalutazione di Istituto)* - Self-Evaluation, Improvement and Balance Sheet and Annual Report of the school;
- The Italian National network of Cambridge International Schools;
- Benchmark school for the Biomedical Sciences High Schools network;
- Local Medical Board of Ascoli Piceno;
- “WeDebate” school net;
- Sports clubs, associations, organisations and boards;
- Local businesses and associations.

5.4 Formative Plan for Teachers, Clerical and Administrative and Auxiliary Staff

Teachers will attend in-service training activities and courses on:

- effective teaching strategies on combining content and process autonomously organised by the school or any associated schools network, patronised by local, regional, national Boards of Education and/ or State Licensed or Authorized Institutions;
- Safety and Privacy- as mandated by law;
- newly organized education cycles: SEND and ICF needs;
- competence planning and assessment;
- school activity digitalisation;
- the new final Exam.

The Formative Plan includes:

- training courses organized by The Ministry of Education, Research and University and local, regional and national Boards in compliance with reformed aspects of education;
- Courses organized by Professional Boards or Authorized Institutions;
- Courses organized by any associated schools network;
- Courses organized by the school itself.

Multimodal attending courses will be delivered. Teachers have been required and authorized to attend set hours of inservice training courses as ratified by the Core Teaching Staff and the School Council. Teachers may autonomously attend any course consistent with the Formative Plan and/or delivered by boards accredited by the Ministry.

The administrative, technical and auxiliary staff will follow training courses on:

- agreements and contracts;
- filing and managing pre-service and in-service teaching professional careers;
- safety and security – mandated by law;
- privacy;

- digitalisation of Public Administration;
- **Code of Public contracts** of works.

In compliance with the Annual Activity Plan submitted for the approval to the Director of G.A.S. and ratified by the Principal, the school staff will be provided by the following training activities for 2019-2022

	<ul style="list-style-type: none"> • teaching and organizational autonomy • competence and updated methodology 	Training and Research on learning process, collecting and recording	Teaching staff	Research
	<ul style="list-style-type: none"> • teaching and organizational autonomy; • competence and updated methodology 	Training and research: learning units planning	Teaching staff	Experts
	. Teaching and organizational autonomy; . competence and updated methodology.	Subject Training Course(s)	Teaching staff	External experts
	<ul style="list-style-type: none"> • Teaching and organizational autonomy; • Competence and updated methodology 	training on effective and efficient teaching	Teaching staff	External experts
		The New State Exam	Teaching staff	External experts
	Evaluation, self-evaluation and improvement	AU.MI.RE Self- Evaluation, Improvement and Balance Sheet and Annual Report of the School	Teaching staff	AU.MI.RE
Competencies for the 21st c.	Digital competence and new learning environments	CODING /Computational thinking	Teaching staff	State-Run Higher Secondary School
		National Plan for Digital Education- (PNSD) digital animator and TEAM	Teaching staff	MIUR
		National Plan for Digital Education- n. 9924 20.07.2016 FSE (10 doc.) European Social Fund/ESF	Teaching staff	MIUR
		EIPASS-IT Certification	Teaching staff	EIPASS
	School Safety	Health and Safety(Legislative Decree 81/2008 .First Aid Regulations	Teaching staff	State-Run Higher Secondary School

competences for an inclusive school	Inclusion and SEND students	Inclusion teaching methods and strategies (for SEND students both certified and not)	Teaching staff	State-Run Higher Secondary School
		the Director of G.A.S.	Adm. Management	
competencies for the 21st c.		National Plan for Digital Education	National Plan for Digital Education	Experts
		Procedures for National Operational Programme on Research and Innovation <i>Italy</i>	National Operational Programme on Research and Innovation <i>Italy</i>	Experts
		SEND and LD: Equality and inclusion courses and workshops Any course consistent with inclusive education. For teachers and education staff.	School Inclusion The SEND Inclusion Leadership Team	Experts
		dematerialization at clerical and administrative offices	dematerialization at clerical and administrative school offices	Experts
competence management system		Code of Public contracts of works. Practical examples	Code of Public contracts of works. Good practises examples.	Experts
		Monthly Team briefing	Temporary contracts process 24 - Assessing and ranking short listed applicants according to Qualifications and Experience	Experts
		Staff and external experts management	Staff and external experts management	Experts
		PRIVACY	PRIVACY	Experts
		Health and Safety legislative decree no 81/2008	Health and Safety legislative decree no 81/2008	Experts

5.5 Effective and Efficient Methods of Formative Assessment and its Feedback on Students

- Monitoring and mid- term and final evaluation tools;
- Reports and evidence collected;
- Questionnaires and satisfaction interviews.

For each formative action:

- a) The Responsible Data Manager collects all the documents on achievement and participation;
- b) Training and up dating collected evidence will be processed and capitalized on the school good practices;
- c) Participants to external acitivities have to report and share their experiences and any set of materials provided;
- d) Training and updating experiences will be assessed and evaluated through questionnaires/tests (at some courses, efficiency is promoted through materials produced, and/or competencies put into practice)

The Principal will run a check on the recording of attendance certificate or acquired competencies diploma received at the training institution or organization.

This Plan can be adapted adding new national, regional and provincial activities proposed by any network or organization the school belong to.

5.6 Portfolio

A teacher professional portfolio is a collection of physical evidence of career growth and achievement over time. It should include:

- attended courses data (dates, hours, training workshops location and organization achievements);
- different types of training methods (peer group, lessons, lectures, workshops on-the job, coaching/mentoring, group discussion and tutorials);
- training content;
- overseas training courses;
- resource management (economic, professional, material, and technical resources);
- new ideas put to use;
- training course recording and reflective commentary;
- SWOT analysis and feedback on students and school;
- public project proposal and training course presentation;
- self-evaluation of the attended course;
- participation in the Formative School Plan.

5.7 School -Home Mutual Responsibility Agreement

A school is a learning environment aimed at optimising personal and social capability. Any process of interiorization of rules happens through school –home interaction. So, school’s purpose is to pursue a mutually beneficial collaboration with families. For that reason “*Il Patto di Corresponsabilità*” (School - Home Mutual Responsibility Agreement) was issued as a Presidential Act in 2007. It modified and integrated the former “*Regolamento dello Statuto dello Studentesse e degli Studenti*” (the Student Code of Conduct, Rules and Regulations dating back to 1998). The Agreement establishes that parents and students have to subscribe to the above mentioned document which defines detailed and shared individual duties and rights and, community responsibilities at the student initial enrolment.

Being respectful to the Agreement is essential to building mutual trust, enhancing the Formative Offer and fostering school success.

School commits itself to:

- being an institution careful of students’ need in contemporary society;
- being sensitive to both individual and territorial needs;
- being education continuity with families, local agencies, environment and the whole informal education world;
- becoming a centre for solidarity culture;
- promoting teachers’ continuing professional development through being active in self-updating projects;
- enhancing quality standards in monitoring and evaluation processes.

Teachers commit themselves to:

- creating a relaxed and cooperative atmosphere with parents;
- building a positive school climate and so promoting a supportive academic, disciplinary, and physical environment; and encouraging and maintaining respectful, trusting, and caring relationships throughout the school community;
- engaging in a cooperative dialogue with any student;
- encouraging learning development and self-esteem;
- respecting families’ and students’ culture and religion;
- enhancing different learning styles;
- fostering self-esteem and respect for others so to prevent any prejudice and bullying;
- meeting pre-adolescent problems and preventing feelings of discomfort, cultural disadvantage and deviance;

- achieving curricula, organizing choices and teaching methods according to the three-year-formative plan;
- cooperating with local and national institutions, cultural, sports and volunteer organizations;
- being on time at school lessons, precise in delivering projects, class council reports and anything connected with school duties;
- not using mobiles in class;
- watching over students both in class and at break time and leaving their classes only after informing either the principal or his vice;
- making evaluation and assessment criteria clear;
- clearly notifying oral and written tests result;
- carrying out the lowest limit of forecast tests;
- grading tests within 15 days after the test date. In any case, before the following scheduled one, so to have enough time for remedial actions;
- making allowances for mistakes;
- considering mistakes as points of development;
- using mistakes as development starting points;
- favouring students' plans on their own initiative and sense of responsibility;
- projecting interdisciplinary courses and doing researches;
- team working with all the colleagues at any meeting of the staff council;
- planning their work and scheduling any supporting and remedial action;
- informing families about their children's learning development and behaviour and so building and achieving the right and positive synergy between them and parents;
- behaving in compliance with safety standards set by the school safety rules;
- choosing text-books appropriate to the school socio-cultural context;
- imposing punishment only after ascertaining individual or collective responsibilities.

Students commit themselves to:

- learning and following the school rules and regulations;
- becoming aware of the formative offer;
- favouring communications with their families;
- considering school as an important task to performer;
- being on time for lessons and attending them regularly;
- turning off mobiles and any other devices off during lessons (according to the education ministry circular dated 15 march 2007);
- leaving the classroom only after getting teachers' permission;
- asking teachers the permission of leaving the classroom one at a time only if it is necessary;
- listening actively to lessons and enriching them with new ideas and experiences;
- watching their language;
- always behaving politely towards all the members of the school community;
- being respectful of other people's point of view, culture and sensibilities;
- developing the ability of listening to other people's ideas and at the same time defending one's point of view;

- discussing on discouraging bad behaviour with adults and classmates;
- keeping a behaviour fit for school community at any time;
- making any school document signed by parents when required;
- being respectful and responsible for the school building and equipment;
- taking part into the school work;
- studying regularly;
- respecting the agreed test time limits;
- recording assignment;
- learning from mistakes;
- getting tested regularly;
- always following a school dress code;
- acknowledging abilities, achievements and limits as personal growth;
- not doing damage to objects, people and school equipment.

Parents commit to:

- becoming aware of the formative offer plan;
- respecting the highly formative function performed by the school;
- dialoguing constructively with the school staff at any level;
- being respectful of teachers' methods and evaluating competence;
- helping their children become responsible citizens;
- exchanging their views with teachers in due time and place;
- getting informed on duties and deadlines through daily checking the e-register and school site, and actively participating to any scheduled meeting or event;
- respecting the school entrance time, limiting early leavings and late entrances for exceptional circumstances, and justifying absences in due time;
- checking their children's absences and late entrances on the e-register, getting in touch with school if the case;
- checking the students' performances, assignments and the school books and materials;
- acknowledging the students' grades through the e-register;
- being in close contact through the twice a month communication time with teachers;
- telling their children not to use mobiles or any other device in class;
- giving an emergency contact number;
- making sure their children may attend remedial and enhancing classes;
- reimbursing damage caused by fraud or gross negligence after establishing the individual or collective responsibility;

- communicating with teachers and principal for any learning or personal problems;
- informing the school on problems which could affect school results;
- cooperating with the Principal or his Deputies and the Class Council in case students obtain poor marks or have uncontrolled behaviour;
- following the safety standards set by the School Safety Rules.

The Auxiliary staff commit themselves:

- being punctual and accurate in doing their jobs;
- acknowledging the Formative Offer and contributing to its successful implementation;
- promoting an attentive, timely and supportive academic, disciplinary, and physical environment; and encouraging and maintaining respectful, trusting, and caring relationships throughout the school community;
- contacting teachers and the Principal about any problem;
- building a positive and fruitful school climate;
- learning and following the safety standards set by the School Safety Rules.

The Principal commits himself to:

- assuming responsibility for the full performance of the formative offer and getting the best out of it;
- leading and motivating staff and students so that they can achieve their goals;
- ensuring dialogue, cooperation and respect;
- ensuring up-to-dating with innovative practices and meeting the local community's needs;
- indicating the School Safety Rules to be strictly followed;
- supervising all the work of the school.

In consideration of the matters described above and of mutual commitments set forth in this Agreement: parents, teachers, auxiliary staff and students duly affix their signatures together with the Principal. The Agreement is considered an integral part of the School Rules and Regulations.