

Public Primary School De Verrekijker

School guide 2026-2027



The information in this document can also be found at www.scholenopdekaart.nl

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Foreword

Dear parents / guardians and other interested parties,

In the school guide of primary school De Verrekijker you will find practical information such as school hours, holidays, study days, school rules and childcare. You can read how we organize our education and what choices we make. We describe our vision and mission and what you can expect from us. Information about the involvement of parents / guardians and how we inform you can also be found.

This school guide has been developed together with the parent-teacher association of the participation council (MR).

We hope you enjoy reading.

Sincerely,

Team primary school De Verrekijker

Our Name:

The name De Verrekijker (Binoculars) fits beautifully with who we are and what we stand for as a school. Binoculars allow you to see beyond the here and now. It helps you to broaden your view, to be curious about what lies beyond the horizon. And that is exactly what we want to pass on to our students: curiosity about their own world, the world of the other and the world we form together.

Our vision, my world, your world, our world. A worldly journey that we make together, comes to life in this name. Because learning with us is like a journey of discovery. Not only through books and lessons, but also through experiences, encounters and wonder. The binoculars symbolize exploring new worlds together, learning with and from each other, and daring to look at who you are and who you can become.

In addition, the binoculars are in line with our mission to make use of differences. Every child looks at things from a different perspective, and that enriches us all. We help students to focus their own view, but also to learn to look through the eyes of others. This requires attention, openness and involvement. Exactly the values that we find important.

With binoculars in your hand, you can focus in a focused way, but also look around you broadly. This is how children learn at our school: process-oriented, with an eye for their own development and in connection with others. The name also emphasizes the pleasure of discovery and learning, because who has not looked through binoculars in amazement as a child, full of imagination and expectation?

So, De Verrekijker is not just a name. It is a powerful symbol for who we are: a safe, open and colourful learning environment where children learn to look at themselves, others and the world. Together, step by step, on a journey.

About the school

1.1 General information



Contact details

Public Primary School De Verrekijker
Laan Rozenburg 6
1181ER Amstelveen

020-6431596
<http://www.deverrekijkeramstelveen.nl>
info@obs-michielderuyter.nl

Schoolmanagement

Function	Name	Email address
Director	Nienke Egtberts	directie@obs-michielderuyter.nl
Deputy Director	Bastiaan Bottemanne	directie@obs-michielderuyter.nl

School Board

Amstelwijs, foundation for public primary education.
Number of schools: 9

Number of students: 3226
<http://www.amstelwijs.nl>

Partnership

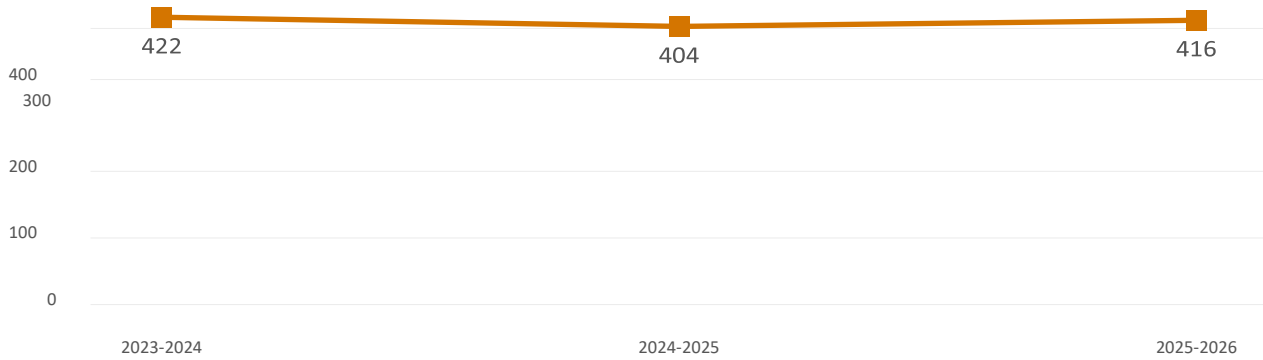
Our school is affiliated with Amstelronde suitable education

Number of students

2025-2026
416

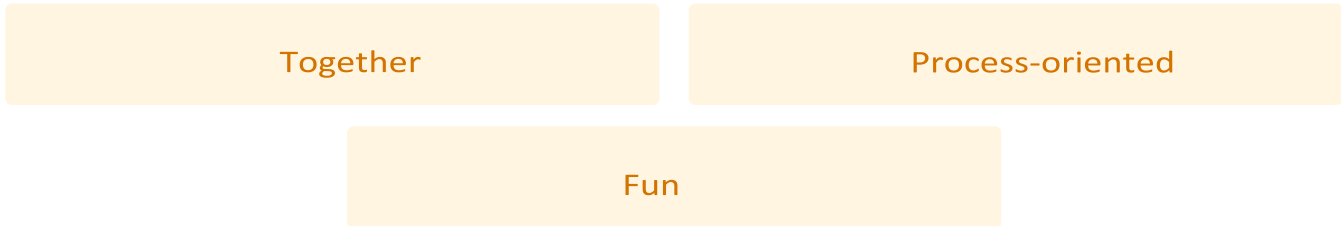
School year 2026-2027 the school starts with 4 groups 1-2. From grades 3 to 8 there are two Parallel groups per grade. We aim for a maximum group size of 28 students.

Number of students in recent years



1.2 Mission and vision

Characteristics of the school



Mission and vision

My world, your world, our world. A worldly journey that we make together.

Mission – what we stand for

At our school, children do not learn alone. The learning process belongs to all of us. With each our own contribution and background, we all contribute to education. There may be a difference, there must be. This is what I can do, this is what the other can do. Can I learn from you too? This applies to everyone involved in the educational process. We learn from and with each other and are proud of ourselves and others. In this, young and old are an example for each other.

Vision – what we aim for

We trust in the resilience of the child. That is the basis of learning to learn. By letting go, moving along, learning freely and not using a measuring stick, we want to show children what they are capable of. In doing so, we make use of the richness of all the differences around us.

We also want our children to be amazed at their own world and the world of others. We do this by offering the learning material thematically as much as possible. We see our shared world as a great source of inspiration. We want to teach children to be proud of what they have achieved; proud of themselves and of what the other person has achieved. So that they can find their way in the world in which they can grow up. That is our worldly journey, which we make together.

Our core values described

We believe in security, stimulation and appreciation. Clarity and guidance, that's what children benefit from. We create this with our core values: Together, Process-oriented and Fun. Based on these core values, we make education clear and we make a commitment to the students, parents/guardians and the team.

Together

By working together, we can go further and achieve more. We do this by watching, listening and learning from each other, but also by asking for help. Because you can't learn alone. Together you learn more effectively. You mirror each other, you help each other and you appreciate each other.

We play with the differences between students and maintain a safe, appreciative and stimulating atmosphere in every class. We also work together with parents, surrounding schools, after-school care centres and social organizations, so that we are fully involved in society.

Process-oriented

Because we are not all the same, we make room for everyone's own process. We look at what a child needs to grow and at what time. That is different for everyone. One has a talent here, the other a skill there. That is why we prefer to mirror the students to themselves rather than to tables and graphs. Because the process you have gone through tells us much more about your possibilities than a snapshot in a figure.

Fun

School is hard work every day. That's why it's a good thing that we have a lot of fun together. We have this during hard work and in moments of relaxation. Learning can sometimes 'hurt' for a while, but we look back - if possible - with pleasure.

Our promise to

Our students

With us you are safe, appreciated and challenged. De Verrekijker offers a safe learning environment in which you can be amazed and in which you can grow. An environment in which you look back on what you have learned with a smile and in which you enjoy the growth of your classmates as much as your own.

Our parents

For parents, our school is a place where they, together with committed education professionals, can look at the development of their children with confidence.

Each other

We promise to honour each other in our role as professionals. Every class and every employee offer their own set of impressions, experiences and development. We share these with each other in working methods, making work agreements, but also in differentiating within the school.

Unique power

Unity in diversity

We love individual differences, but without unity it becomes loose sand. That is why we aim for a learning environment in which we make use of differences, but we also commit ourselves to each other's development and the working agreements we have made. We also aim for unity with parents. We look at the child from a different role, but with a common goal: full development!

Playing with language

We are a Dutch school, but those who come to us sometimes hear more than just the Dutch language. We have students of different nationalities and we are very happy with that. Because with so many languages that is the cradle for the development of young people. Being helped by a classmate in your native language and then practicing repeating in Dutch what you have just learned. That makes us proud and we can't start early enough.

Experience cultures

We are a public school and therefore we do not organize religious celebrations, but we do get to know each other. We want to know what the customs and cultural characteristics of each student are. We ourselves see a parallel with a travel agency. We enjoy bringing our parents and students into contact with all the cultures that our area has to offer.

Identity

De Verrekijker is a public primary school. We believe that everyone is welcome at school: every student and every employee, regardless of origin, religion, belief, gender, political preference or sexual orientation. We form a community that works on the basis of the norms and values that are central to Dutch democratic society. That is why we want to involve everyone – employees, parents and students – in the educational process. Meeting and dialogue play a major role. We are curious about each other's backgrounds and views and do not put one view above the other. We see everyone as equal and see differences as an enrichment. Our public identity also colours our vision of citizenship. We believe that it is a task of the school to prepare children for their later participation and contribution as respectful, involved world citizens to a sustainable society. For this reason, too, we ensure that children are introduced to different beliefs, religions and cultures from an early age. By offering all children access to good education, we contribute to ensuring that they have equal opportunities to develop.

2 Education

2.1 Organization of education

De Verrekijker is a regular primary school. We work with an annual curriculum system and use modern teaching methods. A lot of attention is paid to a **language-rich learning environment**, in which children learn to use, understand and experience language in meaningful contexts. We do not give separate language or reading lessons. All lessons are part of the theme that is worked on in the classroom. World orientation is also offered within the same theme. For this we use the Blink teaching method. World Orientation combines geography, history, nature, technology, citizenship to stimulate curiosity and develop knowledge about people, nature and society. Digital processing via Snappet, for example, helps students to work at their own level, especially in math and spelling. In the lower grades (groups 1-2), learning through play and discovery is central, often within themes. In the middle and upper years, work is partly thematic (with Blink) and partly with separate teaching methods.

We form a school together. Each child is responsible for their own learning and we guide children in this. We work with different cooperative working methods. Working together and helping each other is important to us. That's why we put the students in groups. We regularly do group activities in the school, for example group 8 students helping group 3 with language/reading games or group 6 helping with crafts in group 4.

Subject teachers

Subject teachers are specialized teachers in their field and offer the school a quality boost for this subject. At our school there is a subject teacher for music and for physical education for all students.

Learning laboratory

The Learning Laboratory is there for children who, despite compacting and enriching in the group, are insufficiently addressed at their level. In the lab, they will find challenging projects that they can take with them to their own classroom. These are projects in which the emphasis is on 'learning to learn', the learning process, the importance of making mistakes and learning from them, self-reflection and collaboration. This is practiced by working together on various assignments and projects.

Coaching for children (SEN-setting)

Some children could use an extra helping hand in their social-emotional development. There may be fear of failure, sensitivity to stimuli, busy behaviour/AD(H)D or behavioural problems. We offer these children six to eight sessions of coaching at school in which attention is paid to helpful thoughts and/or behavioural alternatives, practicing with this, evaluating trying out the thought and behavioural alternatives in daily practice and listening to and learning from each other. The children also learn that they are not alone or different. At the moment we coach in the field of fear of failure and social manners. Our ambition is to expand this in the future.

After-school activities

Topskills organizes various activities after school for our students at school. You can think of cooking, resilience training, programming, dance or crafts. You can register your child via the Topskills website. A contribution must be paid for the activities. If this is a problem for you, you can discuss this with Topskills.

Groups at school

Our students are grouped in the following way:

- **Grade curriculum:** students are grouped according to age

Educational hours

What is teaching time?

Children in the Netherlands are entitled to sufficient hours of education. The law states a minimum number of hours that a student is taught during the 8 years of primary school. The school itself determines the layout of the school day and the times at which the student must be at school.

Teaching time for years 1 and 2

Subj	Grade 1	Grade 2
English	0 h 30 min	0 h 30 min
Motor skills and creativity	7 h 00 min	7 h 00 min
Social-emotional Development	4 h 00 min	4 h 00 min
Math	5 h 00 min	5 h 00 min
Language	6 h 00 min	6 h 00 min
World orientation and themes	1 h 30 min	1 h 30 min

Examples

English language:

We offer English through songs and small activities through play.

Motor skills and creativity:

Crafts, drawing, clay, cutting, writing (preparatory movements) and moving in the gym (climbing, balancing) and playing in the schoolyard.

Math:

Counting (to 10 or 20), recognizing numbers, sorting, concepts such as large/small and much/little, and spatial insight (building).

Social-emotional development:

Practicing independence, playing together, taking turns, recognizing emotions and dealing with rules.

Language development:

Talking and listening in the circle, rhyming, recognizing sounds (beginning and ending sound), chopping and pasting words, and increasing vocabulary.

World orientation and themes:

Nature, technology, time (days of the week, seasons) and space.

Playing is an important activity in which children learn from each other and have fun. Our group 1-2 students do this in corners of the classroom and in the hallway. There is a lot to discover here and the real world can be recreated. The teacher has a stimulating role in this by playing along.

Teaching time for years 3 to 8

Subject	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
English language	0 u 30 min	0 u 30 min	0 u 30 min	0 u 30 min	0 u 45 min	0 u 45 min
Physical education	1 u 30 min	1 u 30 min	1 u 30 min	1 u 30 min	1 u 30 min	1 u 30 min
Artistic and creative education	1 u 30 min	1 u 30 min	1 u 30 min	1 u 30 min	1 u 30 min	1 u 30 min
World orientation	1 u 30 min	1 u 30 min	3 u 30 min	3 u 30 min	3 u 30 min	3 u 30 min
Mathematics	5 u 00 min	5 u 00 min	5 u 00 min	5 u 00 min	5 u 00 min	5 u 00 min
Language	6 u 00 min	5 u 00 min	5 u 00 min	5 u 00 min	5 u 00 min	5 u 00 min
Reading	6 u 00 min	6 u 00 min	6 u 00 min	6 u 00 min	6 u 00 min	6 u 00 min
Social emotional development	1 u 30 min	1 u 30 min	1 u 30 min	1 u 30 min	1 u 30 min	1 u 30 min
Other (writing, etc.)	0 u 30 min	1 u 30 min	1 u 15 min	1 u 15 min	1 u 00 min	1 u 00 min

Mandatory additional educational activities

In addition to subjects such as language, math, English and physical education, there are often additional activities at primary school. Primary schools decide for themselves which additional educational activities they include in the curriculum (or educational program). Your child is required by law to participate in all activities that are part of the curriculum.

Additional educational activities organized at De Verrekijker are:

- School garden project
- Game day (gr 1-2) and sports day
- School trip and school camp
- Parties including Sinterklaas, winter dinner (evening), open stage show
- Visit cultural institutions such as library, dance school, museum, theatre, concert hall, and the art school day
- Excursions to petting zoo, various places of worship etc
- project Lentekriebels
- guest lessons at school from various institutions such as the library, the police, secondary schools, the municipality, blind spot lesson and speaking about the Second World War
- breakfast reading

Exemption from educational activity

Do you not want your child to participate in an additional educational activity? Then you can [ask the primary school board for exemption](#). If your child is exempted, he or she must participate in an alternative activity.

Additional facilities

Our school has the following additional facilities:

- Library
- Gym
- Playroom
- Visual arts workshop
- Professional kitchen
- Room for the children's coach
- Learning laboratory (under development)



2.2 The team

The team of our school consists of different people with different positions, tasks and responsibilities.

The director and the deputy director together form the management and are ultimately responsible for the school.

The care team consists of two internal supervisors. They are responsible for the design and functioning of the support structure for students at the school. The internal counsellor is also the point of contact for parents regarding specific care questions about a child. Furthermore, the internal supervisor supports the group teacher and the educational assistants with regard to the care and guidance of children and guides them in their pedagogical and didactic actions.

The group teachers are responsible for the group they teach. They provide daily education and are the first point of contact for parents/guardians with questions about their child.

The subject teachers of physical education and music are specialists in their field. The subject teachers provide the lessons for all groups.

The teaching assistants help the group teachers to guide the students. They provide guidance in or outside the group to small groups or to individual students. The content of this guidance is determined in consultation with the group teacher and sometimes also with the internal supervisor.

At least as important are the colleagues who provide a supporting role such as the administration, the concierge and our hostess.

In addition to permanent employees, volunteers also work at our school. We are helped by volunteers in our school library. There are also volunteers active in the middle grades who help the school with education.

We are a training school for students of InHolland University of Applied Sciences. We have several students at our school every week who want to become teachers. We also have a teacher from InHolland on location every three weeks who provides lessons to the students, after which the students can immediately go into practice to see or apply what they have learned.

Subject teachers

The following subject teachers are present at our school:



Music



Physical education

Staff leave

We try to resolve the replacement of sick or absent teachers internally. We ask teachers who work together to cover each other's classes or we ask a colleague to work extra. We also try to resolve long-term replacement internally. If this does not work, we will look for an external replacement.

2.3 Offer for the young child

Our school has additional offers for the young child: Childcare and Toddler Care. We work together with a childcare organization in the school building (Kinderrijk).

Early childhood education (VVE) is part of the educational disadvantage policy. The school population of De Verrekijker does not currently require a VVE program.

2.4 Quality assurance and school plan

What is quality assurance?

Schools have a plan to improve the quality of their education. This plan helps the schools to provide education that everyone is satisfied with. Quality assurance is about how the goals in the plan are achieved.

Goals of the school plan

Our school plan describes what we will be working on for the next four years. This plan is evaluated annually and adjusted if necessary. For each change topic, it is described how we map out the quality and how we work together on innovation. The school plan is an internal document that is discussed and evaluated with the participation council (MR).

Citizenship

The students of De Verrekijker have a diverse background. This is reflected in the languages spoken by the students and the cultures to which they belong. It is precisely our differences that allow us to learn from each other and be inspired by new working methods or insights. Differences are a rich source for a learning environment. Learning together ensures that you use differences and you can be amazed by the learning experience with each other. Together also means that you have co-ownership of each other's process and that is precisely what ensures optimal development. Not only in children, but also in adults. We see the school as an example for the society in which people meet, appreciate and learn from each other. A place where we honour differences and have an eye for development. We deliver a generation that stands for diversity and growth and that offers an inspiring answer to the problems facing society. We do this by actively seeking collaboration with external partners in the immediate school environment such as the library, the Odensehuis (activity guidance for demented elderly people) and Nifterlake (for people with a mental or physical disability). This is how we are fully involved in society.

We work with the Blink Wereld teaching method in which all the teaching objectives of citizenship are fully integrated. The children are offered knowledge and skills and are encouraged to develop their own views with a curious and open attitude. For the exact interpretation of citizenship (per core goal), we refer to the [Blink website](#).

A selection of the various activities we do with the students with regard to Citizenship: student council, Blink Wereld, Kwink, Taakspel, training school InHolland, reading aloud (broadens your view of the world), group-breaking work, e.g. helping older students with skills for group 1-2 students, construction and reading, ensuring diversity with our teaching materials/textbooks (think of purchasing LGBTI+ reading books), Anne Frank project in group 8, annual charity campaign, children's stamp campaign, making Christmas cards for the elderly, Snappet Citizenship.

How do we achieve these goals?

To measure and improve the quality of our education, we use various evaluation instruments:

- results of method-related tests;
- results of non-method-related tests (DIA);
- We make trend analyses based on the non-method-related tests;
- a satisfaction survey among staff, parents and students every other year;
- annual monitoring of the perception of safety of students in groups 6-8;
- annual Kwink questionnaire;
- observations of the teacher;
- conversations with students.

The Leeruniek program helps us report on the evaluations of the tests we administer.

With the help of the teaching method Blink and Kwink, the goals for citizenship are monitored.

3 Support and Safety

3.1 Additional support for students

What is Support?

All schools in a region offer the same basic support. The support plan of the partnerships of schools states what is covered by this basic support. Sometimes students need extra support. In addition to basic support, some schools offer extra guidance to students. The school indicates in the school guide what extra guidance the school offers. It also states what goals and wishes the school has for the future. And how the school keeps in touch with parents and students about the support.



Basic support

Our school is part of the Amstelronde partnership. The [Amstelronde Support Plan](#) describes how basic support is designed (click on the link).

The [School Support Profile](#) of our school states what extra support the school offers. You will also find here what goals and wishes the school has for the future and how the school has contact with the parents about the support (click on the link).

Certified specialists at school

Language and mathematics

Which specialists work in this area of interest?

- Dyslexia specialist
- Internal supervisor
- Remedial teacher
- Specialist in gifted children

Students who fail the student monitoring system receive remedial teaching (rt) from the group teacher. This rt period is usually short and is aimed at closing gaps. If the rt in the classroom is not sufficient, the student is discussed with the internal supervisor. If necessary, the internal supervisor will conduct a diagnostic examination.

Reading: the school follows the national dyslexia protocol.

Mathematics: the school follows the Serious Mathematics Diagnostics protocol.

Social-emotional

Which specialists work in this area of interest?

- Behavioural specialist
- Internal supervisor
- Specialist in gifted children

The student monitoring system Kindbegrip monitors the social-emotional development of children. Kindbegrip provides action recommendations that the teacher can implement in the classroom. If necessary, students are discussed with the internal supervisor. Part of Kindbegrip is that the children are questioned about their own social functioning in the classroom.

Behaviour, work attitude and task approach

Which specialists work in this area of interest?

- Behavioural specialist
- Internal supervisor
- Specialist in gifted children
- certified Taakspel teachers

Behaviour

Kwink and Taakspel are used to teach and stimulate desired behaviour.

Remarkable behaviour of children is discussed with the behaviour specialist. If necessary, follow-up steps are taken together with the specialist.

Work attitude and task approach

Taakspel is used to teach a good work attitude and task approach. Taakspel is a game that students play in teams during regular lessons or activities. The teacher and the students discuss which class rules apply during Taakspel. The teams receive a number of points before they start. If they have enough points left over when the game is over, they are eligible for the - previously discussed - reward. With Taakspel, students adhere better to the agreed class rules. As a result, restless and disruptive behaviour decreases. Students can then work better and task-oriented. Moreover, a more pleasant classroom climate is created. The study 'What works against bullying' also shows that Taakspel also has a positive influence on bullying behaviour.

Motor and physical development

There are no qualified specialists available for this area of interest.

In group 1 to 4, each student is screened by the subject teacher for physical education.

Medical treatment and personal care

Which specialists work in this area of interest?

- Emergency responders

Our school uses the protocol Medicine and Medical Treatment at schools of our school board. The school has trained personnel who know how to act in the event of a medical emergency or in the event of a fire.

Future offer of extra support

At the moment we coach in the field of fear of failure and social behaviour in our SEN setting (Special Educational Needs). Our ambition is to expand this offering in the future.

Input and influence of students

At our school, we think it is important that students are actively involved in their own learning and development process. We do this by setting goals together with the student and evaluating them regularly. In this way, the student gains more insight into his or her own development and feels responsible for achieving the set goals.

In addition, students are present from group 5 onwards in conversations about their progress and support needs. These conversations take place with the teacher, parents and – if applicable – the internal supervisor or management. By giving the student a voice in this, we work together on appropriate and effective support.

Right to be heard

Parents and students have the right to think along and discuss the support that is offered.

We call this the right to be heard.

When we draw up a Development Perspective Plan (OPP), we always actively involve parents and record their vision in the plan. Parents also have the right of consent to the action part of the OPP.

We also think the opinion of the student is important. That is why we talk to the student about the support, appropriate to the age and development. This input will also be included in the plan.

How students experience their support

It is important to us that students feel heard and supported in the support they receive. The school asks the students what they think of the support. If necessary, adjustments are made. The feedback from students helps us to continuously improve the guidance and better align it with their needs.

Additional information

Our school is a regular public primary school where every child is welcome. With our subject specialists and experts in various fields and the internal supervisor, we look at and discuss what we can offer to children who apply to our school. We will always look for the best possible and 'appropriate' form of guidance and support when this is desired.

We refer to the school website for the complete [school support profile](#).

Parents and young people with questions about appropriate education can contact [Steunpunt Amstel & Meer](#).

3.2 School safety

Anti-bullying program

We use the Kwink method for groups 1 to 8. Kwink is a method for social-emotional learning (SEL) including social integration and media literacy. Kwink offers a well-thought-out SEL program, based on the latest scientific insights. The method is aimed at prevention (of, for example, bullying at school) and the power of a safe group and fits in well with the principles of PBS (Positive Behaviour Support). The independent Recognition Committee for Interventions has recognized Kwink as 'well-founded'. As a result, Kwink is now included in the database Effective Youth Interventions of the Netherlands Youth Institute (Nji).

Social and physical safety

Our school monitors the social safety perception of students. We conduct a questionnaire via Vensters' Survey Tool. The students from groups 6 to 8 are questioned annually about their satisfaction experience, including safety perception. The results are used by the anti-bullying coordinators and the internal supervisor to determine whether follow-up research is needed and/or whether something extra is needed for a particular grade.

Anti-bullying coordinator, contact person and/or confidential adviser

Function	Name	Email address
Anti-bullying coordinator	Mrs. Monique Ruigrok	monique.ruigrok@obsnichielderuyter.nl
Anti-bullying coordinator	Mrs. Anne Marie Hoogvorst	annemarie.hoogvorst@obsnichielderuyter.nl
Confidential advisor	Mr. Thomas Willems	thomas@interfair.nl

4 Useful information for Parents

4.1 How Parents are involved

No school without parents

We think working together with parents/guardians is very important. We see the collaboration with them as an equal dynamic triangle: parent, the school and the children. We stand next to each other and look at the development of the children together. How are things going in the classroom and at school? How do we ensure that the children enjoy going to school and feel safe and secure enough to learn?

Parents are experts when it comes to their own child and want the best for their child. We promise parents that we work together on the development of their child. In addition, we want to involve parents in school development and our education. By meeting each other and being in contact with each other at formal and informal moments and in a constructive and positive way, we ensure a pleasant cooperation. Consultation with the participation council, the parent council, parent coffee mornings, contact with pick-up and drop-off, parent meetings, helping with activities in and outside the school are examples of this collaboration. We also invite parents to show their talent within our school through professional weeks, masterful parents' afternoons or cultural holidays.

Communication with parents

Parents are informed in the following ways:

Kwieb

We use Kwieb as a communication app between teachers and parents with the aim of increasing parental involvement. Kwieb offers parents the opportunity to send messages to the teacher, to send a sick report or to sign up for a parent meeting. For example, the school uses the app to send the newsletter. The teacher uses the app to send messages about the class. In the Kwieb environment there is a monthly calendar with activities during the school year.

Parents can set their preferred language in the Kwieb app themselves, so that the app and also the messages from school are translated into their preferred language.

School guide

The guide provides general information about the school and education. All new parents receive a copy. Existing parents can read the school guide via the school website. The participation council has approval of the content of the school guide.

School Website

Various information can be found on our website www.deverrekijkeramstelveen.nl

Newsletter

You will receive our newsletter regularly. This contains substantive and practical information about our education. You will receive the newsletters in the Kwieb app.

Introductory meetings

At the beginning of the school year, the first parent-child-teacher interviews are held. We would like to hear from you what is important to know about your child. Any expectations can be expressed, agreements can be made and you can meet the teacher.

Conversations about learning process

After the autumn break and after the spring break, parents/guardians and pupils from group 5 are invited to talk about the learning progress. At the end of the school year, if necessary, there is another opportunity to discuss the progress.

Reports

We use MyRapportfolio as a digital report and portfolio to record the growth and development of students. Ownership of the child is central to this. The student sets goals together with the teacher and the student can add evidence of his learning growth.

Complaint's procedure

Where people work together, things can go wrong. As a parent, you may be dissatisfied with matters concerning the school. In most cases, it is wise to contact the teacher, internal supervisor (IB) or director at an early stage. Often a solution can be found in good consultation.

Are you unable to resolve the matter in this way or is the complaint serious in nature? Then you can contact an **internal confidential adviser** at school or an **external confidential adviser**. He will give you information about possible next steps. Each school has one to two internal confidential counsellors. The contact details can be found in the school guide and on the school's website. They receive annual refresher training on how to manage complaints. The school board has one external confidential advisor.

Serious complaints and report to the board

In the event of serious complaints, such as sexual harassment, bullying or discrimination, you can contact an external confidential adviser. In case of suspicion of sexual offenses, the staff is obliged to report this immediately to the board, which must then report it. In such cases, the internal confidential advisers refer directly to the external confidential adviser.

Filing a formal complaint

If consultation at school level does not offer a solution, a formal complaint can be submitted to the school board or to the complaints committee.

Important: According to the complaint's procedure, you must first go through the following steps before submitting a formal complaint:

- Consultation with the person concerned
- Discussion with the management
- Contact with the internal or external confidential adviser
- Submitting a formal complaint to the competent authority or the complaints committee

Filing a formal complaint

A formal complaint must be **submitted in writing and signed** to:

Amstelwijks (as of 01-01-2027 Scholengroep Amnis)

Attn. Executive Board

Kalkbranderij 2

1185 ZX Amstelveen

Tel: 020-4262460

E-mail: info@amstelwijks.nl

or

National Education Complaints Committee

Attn. the Secretary of Education Disputes

P.O. Box 85191

3508 AD Utrecht

Tel: 030-2809590

Fax: 030-2809591

Email: info@onderwijsgeschillen.nl

Website: www.onderwijsgeschillen.nl

Confidential inspector

For independent advice in the event of, for example, bullying, sexual harassment or discrimination, you can contact the confidential inspector. He can be reached during office hours at: 0900 - 111 3 111

The confidential inspector can advise on finding a solution or filing a report.

More information about the complaint's procedure:

[Amstelwijks Complaints Procedure](#) (version 19 November 2024)

Parent participation

Parental participation is organized at our school in the following way:

- Parent council
- Participation Council

Parents are involved at our school in the following activities:

We would appreciate if you could help us with excursions, sports and games days and tournaments. We think it is a good idea when parents/guardians are committed to the school. This is very important for the school because without the help, a number of fun and educational activities cannot take place. It is also nice for children when their parents/guardians are involved in the school. The parents in the parent council and the participation council also do very important work for the school.

Parent council

Parents in the parent council are mainly concerned with organizing (fun) activities such as Sinterklaas, Christmas and the summer party. The parent council asks the parents for a voluntary parental contribution.

Participation Council

Through the participation council, parents and staff are involved in school policy. The participation council participates in discussions on various topics. For a number of subjects, the school must ask for advice or consent from the participation council before a decision is made. This makes the participation council an important way to have a say in policy at school.

Class parent

The class parent is the first contact with the teacher in activities and situations where the help of parents/guardians is desired. In addition, the class parent is an important link in the communication from parents to teacher and vice versa.

Parent coffee mornings

There are parent coffee mornings for parents/guardians and the school to meet each other. It is important for the school to know what is going on among the parents and what there are questions about, for example.

4.2 Voluntary parental contribution

What is the voluntary parental contribution?

Schools may ask parents for a contribution to the costs. This contribution is for activities outside the teaching activities. The contribution is voluntary. This means that children of parents who cannot or do not want to pay for this can still participate in the activities. If the school has a voluntary parental contribution, this is coordinated with the Participation Council.

We ask for a voluntary parental contribution of € 75.00. We pay for the following:

- Christmas decoration
- School trip
- Sinterklaas celebration
- additional cultural activities or trips
- Summer party

There are other voluntary school costs. We use this to fund the following activities:

- The school gardens: €27.50 per child. The school garden project starts in group 5 and is completed in group 6.
- The school camp of group 8: €130 per child. The children go to school camp for three days.

The Parent Council Foundation

The Parent Council Foundation asks parents/guardians for a voluntary parental contribution of €75,-. We hope that as many parents/guardians as possible will pay the parental contribution so that the parent council can continue to organize fun extra activities for our students. If the parental contribution is not paid, children are not excluded from these activities.

Lunchtime School Care (TSO)

At our school, every child remains at school for their lunch break. We call this the Lunchtime Care (TSO). The children eat with their own teacher in the classroom and play outside under the supervision of pedagogical staff from Kinderrijk and staff from the school.

There are mandatory costs associated with the TSO of €135 per child per year. This amount is lower when children start at our school later in the school year.



4.3 Reporting sick and requesting leave

About school absence

Schools are obliged to report unauthorised school absence to the school attendance officer. Unauthorised school absence means that a student is absent from school without a valid reason and without the permission of the school or school attendance officer.

Sometimes a student cannot go to school and there is permitted school absence. This means that a student is absent from school with a valid reason and with the permission of the school or school attendance officer. The website of the Dutch government (www.rijksoverheid.nl) states when absence is permissible. Is it not possible to go on holiday during the school holidays? In exceptional cases, ask the school management for permission to take leave outside the school holidays. For more information, please visit: <https://www.rijksoverheid.nl/onderwerpen/leerplicht/vraag-en-antwoord/leerplicht-schoolvakanties>.

This is how you report your child sick:

You can preferably report your child sick via the Kwieb environment. This also applies to visits to a doctor or dentist. Of course, this can also be done by telephone.

We will contact you if a student has not been deregistered and is absent.

Here's how to apply for leave for your child:

You can apply for school leave for a wedding, funeral, etc. using the leave application form. You can find the form on our [website](#) or you can pick it up at the administration. The management will assess the application and grant leave if the application meets the set criteria. The criteria are listed on the application form for exemption from school attendance. Leave taken without the permission of the management is considered unauthorised absence from school. The school management is obliged to report this to the school attendance officer.

4.4 Admission policy

Admission policy for 4-year-olds in Amstelveen and Ouderkerk aan de Amstel

The primary schools in Amstelveen and Ouderkerk aan de Amstel use a joint form of registration and placement for future four-year-olds. With this method of registering and placement, every child has an equal chance of attending a preferred primary school under equal circumstances. Children can go to a primary school in the vicinity of their home as much as possible and parents can choose any primary school in Amstelveen and Ouderkerk aan de Amstel.

More information can be found on our [school website](#), the website of the municipality of [Amstelveen](#) or the website of our [school board](#).

4.5 Privacy

We think it is important to handle the privacy of your child with care. The AVG regulates how personal data must be protected. The school board has appointed two internal data protection coordinators and an external Data Protection Officer. The law regulates which personal data schools may use (without permission). This data is stored in a (well-secured) digital student file and is only accessible to those who have to work with it. The school board has made agreements with all software suppliers about the safe storage and non-distribution of the personal data.

More detailed information can be found in the privacy regulations for students: [Privacy regulations for students](#)

For questions, comments or complaints, you can contact our external data protection officer (Tonny Plas) directly via the following email address: tonny@privacyopschool.nl

5 Development and results

5.1 Interim tests

We want to involve students in their own development and the route they follow. We do this by regularly talking to children and setting goals together. These are goals aimed at cognitive development as well as social-emotional development and executive skills. We want to show all this in a report/portfolio where the student can make his/her development visible together with the teacher. We test the students formatively. This means that a student's performance is not compared to that of other students, but to his previous results.

In groups 3 to 8, we use DIA tests and sometimes CITO tests and Boom tests to measure the interim results. This means that the students have a test period twice a year in which their knowledge in the field of math, reading and spelling is tested. We use the results of these tests to evaluate our education and to adjust the education if necessary for the class or for a specific student. We make an analysis of the tests taken and write an evaluation. We use the Leerunie program.



5.2 Results of the transfer test

What is the transfer test (doorstroomtoets)?

From the 2023-2024 school year, all pupils will take a transfer test at the end of primary school. This is mandatory. With the transfer test, students can show what they have learned in primary school. In the weeks before the test moment, the teacher gives the student advice for the level of education in secondary education. Learning performance, aptitude and development at primary school play a role in this. Does the student have a higher transfer test result than the school advice given? Then the school adjusts the advice, unless it is in the interest of the student not to do so. Does the student have a lower transfer test result than the school advice given? Then the advice of the school remains leading.

The transfer test takes place in February and gives students an equal chance to register at the end of March for the secondary school of their preference, which best suits their level. The transfer test is not an exam; Students cannot pass or fail.

Reference levels

The Education Inspectorate checks whether education in schools is of a sufficient level. The students' transfer test results play an important role in this check. From 1 August 2020, the Inspectorate will use reference levels to determine whether a school is performing sufficiently or insufficiently.

What are reference levels?

A transfer test measures the components of the Dutch language and mathematics:

- What percentage of the students with the transfer test have reached the basic level (this is also called the fundamental level).
- What percentage of the students have achieved the target level with the transfer test. This is a higher level that the students can achieve.

The fundamental level (basic level) and the target level (higher level) are also called the 'reference levels'. So they say what level the students have achieved at the school in the areas of language and mathematics. To see whether the school has scored sufficiently or insufficiently, they are compared with signalling values from the Education Inspectorate.

What are signalling values?

The minimum percentage that the school must achieve at both levels is determined in advance. These percentages are determined by the Inspectorate of Education. If the school scores less well than this established minimum value, it can be a signal that something may not be going well at the school. That is why these minimum scores are called 'signalling values'. If the percentage of pupils at the school for both the fundamental level and the target level are at or above the signalling values, the results in that school year are sufficient.




Average of three years results

The data shown in the school guide are an average of the past three years. The percentages of the final test results of 2023 and the transfer test results of 2024 and 2025 are shown below.

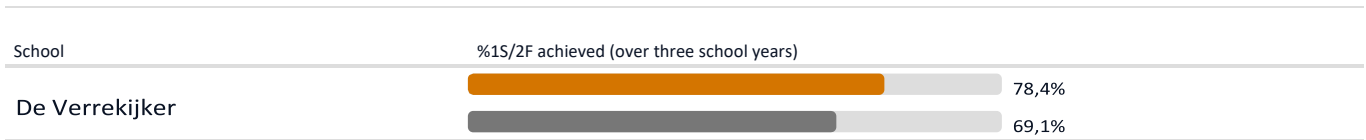
What percentage of students will achieve the fundamental level in 2024-2025?

School	%1F achieved (over three school years)
De Verrekijker	99,6%
	97,9%

Legend %1F achieved

-  This school
-  Inspection signalling value (%)
-  Similar schools

What percentage of pupils will achieve the target level in 2024-2025?



Legend %1S2F achieved

- This school
- Inspection signalling value (%)
- Similar schools

5.3 Secondary School recommendation

School advice

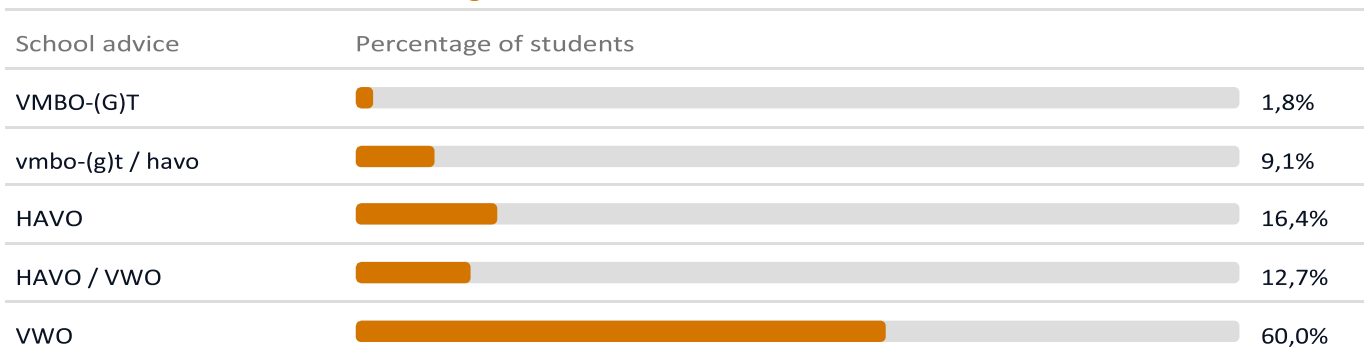
In January group 8, all students will receive their provisional school advice for secondary education. This advice is based on the results of (method) independent tests and the observations of the teachers, for example work attitude and learning growth.

The national transfer test (doorstroomtoets) will be made in February. When the results of the transfer test are known, the school will give the final school advice in March. The final opinion cannot be lower than the provisional opinion. If the transfer test gives a higher test advice than the provisional school advice, the school will provide a higher final school advice. Only if it is in the interest of the student the school can decide not to increase the advice or to increase it only partially. The school must then motivate this.

Transfer to secondary education

When a student transfers to another school, the primary school is legally obliged to provide the new school with information about the student by means of the educational report. The primary schools in Amstelveen use the Electronic Counter Core Procedure (ELK) to share the educational report. This contains only the data that is relevant to the new school in order to be able to guide the student properly and to let him learn. Before the report is shared, parents can review the report and correct information if necessary.

What school advice has the school given to students in 2024-2025?



5.4 Social development

Vision on social competencies

What do schools intent by social competencies?

At school, children learn skills that are necessary to get along well with others and to contribute to society. It's about skills such as working together, resolving arguments and being able to look after yourself. These skills make the atmosphere at school pleasant and safe and improve learning performance. Children participate in society in a positive way.

being aware of yourself and being aware of the other

being able to make choices and self-management

manage relationships

At De Verrekijker we work together because then we get further and achieve more. We do this by watching, listening and learning from each other, but also by asking for help and taking care of each other. Because you can't learn alone. Together you learn more effectively. You mirror each other, you help each other and you appreciate each other. We play with the differences between students and maintain a secure, appreciative and stimulating atmosphere in every class. We also work together with parents, surrounding schools, after-school care centres and social organizations, so that we are fully involved in society.

We use the Kwink method for social-emotional education of children . The student tracking system of the Kindbegrip method is used by us.

Method social competences

We work on social skills using the Kwink method. The core values of the school were determined with input from the team, the parents and the children. The vision is expressed by the teachers, the parents, and the children through our actions. Our actions should reflect our core values. This cannot be measured. We repeat and practice, we learn from our mistakes.

6 School hours and childcare

6.1 School hours

	Morning		Afternoon	
	Pre-school care	School time	School time	After-school care
Monday	-	08:30 - 12:00	12:45 - 14:45	14:45 - 18:30
Tuesday	-	08:30 - 12:00	12:45 - 14:45	14:45 - 18:30
Wednesday	-	08:30 - 12:15	-	12:15 - 18:30
Thursday	-	08:30 - 12:00	12:45 - 14:45	14:45 - 18:30
Friday	-	08:30 - 12:15	12:45 - 14:45	14:45 - 18:30

Pre-school care and after-school care
 School time

- Monday: All groups
- Tuesday: All groups
- Wednesday: All groups
- Thursday: All groups
- Friday: **Gr. 1 to 4 only the morning**

We provide supervision during the lunch break for students (TSO). All students remain at school during the lunch break.

6.2 Childcare

Pre-school care

There is no childcare before school.

Lunch time care

Childcare during the lunch break is arranged in collaboration with [Kinderrijk](#), in the school building. There are mandatory costs associated with this.

After-school care

After-school care is arranged in collaboration with [Kinderrijk](#), in the school building. There are costs associated with this.

Childcare during days off and school holidays

There is childcare during days off and school holidays in collaboration with [Kinderrijk](#). There are costs associated with this.



6.3 Holiday schedule

Holidays 2026-2027

Holidays	From	Up to and including
Teacher training	September 2, 2026	September 2, 2026
Teacher training - only gr. 1 to 4	October 8, 2026	October 8, 2026
Teacher training	October 9, 2026	October 9, 2026
Autumn holidays	October 12, 2026	October 16, 2026
Teacher training	November 18, 2026	November 18, 2026
Christmas holidays	December 21, 2026	January 1, 2027
Teacher training	February 18, 2027	February 19, 2027
Spring break	February 22, 2027	February 26, 2027
Teacher training - only gr. 1 to 4	March 25, 2027	March 25, 2027
Teacher training	March 26, 2027	March 26, 2027
Easter Monday	March 29, 2027	March 29, 2027
May holiday	April 26, 2027	May 07, 2027
Whit Monday	May 17, 2027	May 17, 2027
Teacher training	June 14, 2027	June 15, 2027
Summer holidays	July 12, 2027	August 20, 2027

6.4 School contacts

It is possible to speak to the staff at the school at the following times:

	Day(s)	Time(s)
Administration	Monday, Tuesday and Thursday	8.00-15.00 hrs
Management	Monday to Friday	8.00-16.30 hrs
Internal supervisor (IB)	Monday to Thursday	8.00-16.30 hrs
Teachers	Monday to Friday	after 14.45 hrs

The above staff can be reached via our parent app Kwieb or by phone on 020 6431596.

Other information

Food and drink

The intention is that the children take a healthy 10 hours portion of fruit and/or vegetables to school, preferably with water. For lunch, the children can eat sandwiches, salads etc, again preferably with water. Candy, cookies, energy drinks and soft drinks are not suitable for a healthy meal.

Birthdays - treat

We prefer healthy treats, but sweets are allowed at birthdays. Keep the treats small and simple. When a lot is handed out, the children take it home with them. It is not intended to give extra gifts with the treat.

Invitations for birthdays may be delivered to the schoolyard or preferably at home. This is to prevent some children from being disappointed in the classroom.

Lost and found

Under the stairs on the apartment side, you will find two wooden boxes containing lost and found items. Several times a year, the boxes are emptied and the clothing is donated to a charity. Before we start cleaning up, we will of course make one last appeal to pick up any found items.