School concept



Free Hanseatic City of Bremen
Grundschule an der Rechtenflether
Straße Open all-day elementary school
and center for supportive education
School no. 101
Rechtenflether Str. 24
28197 Bremen

Table of contents

1. Introduction
2. Mission statement and vision
3. Inclusion and individual support
4. Digitization and media education
5. Health, exercise and sport
6. Reading promotion
7. Musical focus
8. Sustainability and environmental projects
9. Social learning and co-determination
10. School festivals and community projects
11. Special features
12. General conditions
    - 12.1 School building
    - 12.2 Team
    - 12.3 Communication structures
    - 12.4 Cooperation partner
    - 12.5 Training opportunities
    - 12.6 Parental work
    - 12.7 Security
    - 12.8 Family and leisure
13. Development steps
    - 13.1 Transition from nursery to elementary school
    - 13.2 Transition class 4/5
14. Living practice
    - 14.1 Lessons offered
    - 14.2 Breaks and exercise
    - 14.3 Healthy diet
    - 14.4 Care services
    - 14.5 Promoting talent and performance
    - 14.6 Feedback culture
15. Closing words

1. Introduction

The school on Rechtenflether Straße in Bremen's Woltmershausen district sees itself as a place of shared learning where the focus is on respectful and friendly cooperation. We promote social coexistence by teaching our pupils values such as responsibility, empathy and team spirit. Our approach is based on the conviction that education not only imparts knowledge, but also strengthens social skills - skills that are essential for life in a diverse society. We see education as a shared responsibility between home and school.
Another central aspect of our school concept is the integration of digital learning methods, which help our students to find their way safely in an increasingly digitalized world. Through the targeted use of modern technologies, we promote not only technical skills, but also creative and independent work.
At the same time, we place great emphasis on movement as well as musical and theatrical education to support holistic development. Sporting, musical and creative activities contribute to physical and mental health and at the same time strengthen social interaction and team spirit.
We offer targeted support for all learners - both for those who need additional support and for those who show particular talents and gifts. Differentiated support and challenges enable us to respond to the individual needs of pupils and offer them optimal opportunities for their personal and academic development. In this way, we create a learning environment in which every child has the opportunity to develop to the best of their ability.

2. Mission statement and vision

Our mission statement is based on the values of respect, tolerance and an open, inclusive school culture. We see diversity as an enrichment and focus on respectful cooperation. The different cultural and linguistic backgrounds of our pupils offer the opportunity to learn from each other and strengthen the community. Multilingualism is encouraged at our school, as we see it as an important resource for learning and personal development.
A central component of our work is the regular exchange and open communication between all those involved - pupils, teachers, parents and other members of the school community. Conflicts are addressed constructively and resolved together to ensure respectful and harmonious coexistence. We see ourselves as a democratic school in which everyone is involved and responsibility is shared.

becomes. Decisions are discussed and made together so that everyone feels involved and heard.
Through this democratic approach, we not only promote individual development, but also strengthen the awareness of collective responsibility and constructive cooperation. In this way, we create a school in which everyone involved acquires knowledge and develops important social and democratic skills for their lives.

3. Inclusion and individual support

As an inclusive school and center for supportive education, we attach great importance to the targeted support of every child - regardless of their individual learning requirements and needs. Differentiation is a matter of course for us: we offer individual teaching and learning paths that enable every child to grow in their entire personality and develop in the best possible way. Our approach includes supporting pupils with special needs as well as challenging high-achieving children. In doing so, we integrate a wide range of support services that are specifically tailored to the respective needs.
From the 2025/2026 school year, we will be a location for special educational needs "Perception and Development" and offer a class based on the cooperation model. Inclusion teachers work in this class.
-The teachers, educators, school support staff and teaching staff work closely together to offer the children the best possible support. Lessons take place in a specially equipped room with additional side rooms, barrier-free access and functional areas such as a toilet, kitchen and bathroom.
Another important component of our work is targeted language support. Children with German as a second language in particular benefit from our preliminary course, which supports the acquisition of basic language skills. This course is a central component of our language support concept and offers children the opportunity to communicate quickly and confidently in German, develop their language skills and actively participate in school life.

We offer a comprehensive range of support to meet the diverse needs of our students, including:

- Learning support (e.g.reading and spelling support through courses such as the LRS course and the BLIK course, as well as in math confidently (MSK))
- Language promotion, participation Fair Chance
- Support in all areas of special educational needs, including learning, social-emotional development, language, perception and development, physical and motor development, hearing and vision
- Psychomotor support
- Performance makes school

Collaboration in a multi-professional team is a matter of course for us. Our team includes inclusion teachers, school psychologists, school social workers, health professionals and school escorts. We work closely together to respond to the individual needs of pupils and provide targeted support.
In addition, we cooperate closely with various non-school partners in order to provide holistic support. These partners include the ReBuZ (Regional Counseling and Support Centers), the Office for Social Services, mobile services, the education department for children in particularly difficult life situations, the health department as well as speech therapy and occupational therapy practices. In addition, we offer school and extracurricular exercise programs - for example in cooperation with TSW Woltmershausen - that promote the physical and social development of the pupils.
As an inclusive school, we create a diverse, equitable learning environment in which every child receives the best possible support.

LRS course (reading and spelling difficulties)
The LRS course is aimed at pupils in year 3 who have difficulties with reading and writing. Based on a support diagnosis, an individual support program is developed that is tailored to the specific needs of each child. The aim of the course is to give learners renewed confidence in their reading and writing skills and to help them overcome their difficulties.
The course is held in small groups so that intensive, individually tailored support is possible. It lasts 60 minutes and takes place in the afternoon. Regular communication with parents and subject teachers ensures that learning progress is documented and adjustments are made where necessary.

BLIK course (Bremen Intensive Reading Course)
The BLIK course is a support program for pupils in the second year at elementary school in the municipality of Bremen who still have considerable difficulties with reading and writing at the end of the first year. Over a period of around nine weeks, the children receive targeted support in small groups (maximum of six children) in order to develop a solid foundation in reading and writing. This intensive course improves the children's reading and writing skills and enables them to catch up with their learning group.
After completing the BLIK course, the children continue their reading and writing support in their home class. An individual support plan is drawn up to ensure further support. The BLIK course offers the pupils

The students have the opportunity to overcome their difficulties and experience success - a benefit that boosts their self-confidence and motivation.

Family class
The family class is an innovative offer from our school that strengthens the close cooperation between school and family. Within this framework, lessons are offered in which not only the pupils but also their parents actively participate in the learning process. Once a week, the children attend the family class together with a parent to work with an inclusion teacher and a ReBUZ employee (psychologist). Beforehand, individual goals are set for each pupil together with the parents and the class teacher. These focus on three central behavioral goals, which are worked on both at school and at home. Over a period of three months, the pupils and their parents regularly take part in the family class (12 sessions of 4 lessons each) in order to take responsibility for their own behavior and actively help shape change processes.
The family class concept is particularly valuable because it not only supports pupils in their academic development, but also strengthens family cooperation. Among other things, the aim is to better integrate the children into their classes, actively involve parents in school development and promote positive changes. This not only improves academic performance, but also the social-emotional development of the children and cooperation within the family.
Each child attends the family class accompanied by a parent. Parents learn how to react appropriately and independently to challenging situations when dealing with their child. At the same time, they gain an insight into the school requirements and structures that their child is confronted with on a daily basis. In the family class, parents support each other and experience positive reinforcement in everyday parenting.

4. Digitization and media education

Digitalization and media education are central components of teaching at our school. As part of this concept, iPads are provided that remain the property of the school and do not become the property of the families. A key focus of our approach is media-critical projects that help children to question digital content and use it responsibly. In addition, we offer parents' evenings on the topic of "media" to sensitize both parents and children to a conscious approach to digital media.
To support individual learning processes, we use modern learning apps such as quop, eKidz, Anton, Sofatutor, Kahoot, Mentimeter and the Book Creator. These applications not only enable differentiated diagnostics

and support, but also encourage the creativity and motivation of the pupils.
Our classrooms are equipped with smartboards which, in combination with Apple TV, completely replace traditional blackboards. Thanks to a comprehensive Wi-Fi infrastructure, the use of digital media is seamlessly integrated into lessons. We also address the importance of the digital and global world in order to show students the relevance of digital skills as a key qualification for their future.
Despite extensive digitalization, traditional work with notebooks and pencils remains an integral part of our everyday school life. This strengthens fine motor skills, improves hand-eye coordination and supports children's memory in a tried and tested way.
We also see digitalization as the basis for future developments, such as the efficient implementation of homeschooling, if necessary. We attach particular importance to ensuring that our students are not only technically well prepared, but also learn how to use digital media critically and responsibly.

5. Health, creativity, exercise and sport

Health, creativity, exercise and sport are central components of our school concept. We create a wide range of activities to promote the physical and mental health of our pupils and pupils to promote and give them a good balance between learning, creativity and movement. Our spacious playground and specially equipped exercise rooms offer numerous opportunities for active breaks. Here the children can let off steam, recharge their batteries and put their creativity into motion. In addition, regular movement breaks are integrated into lessons to improve the concentration and performance of the children and increase the urge to move.
Healthy eating plays a key role in our concept. Fruit boxes are available in the classrooms and the "muesli club" offers the children the opportunity to develop healthy eating habits. A communal, sugar-free breakfast is encouraged in the classes, and in the cooking club the children learn how to prepare healthy meals and integrate them into their everyday lives. Each class takes part in the "Healthy Breakfast" project four times a year, which is organized by the school association. For the daily breakfast, we ask parents to provide their children with sugar-free drinks and a healthy meal.
In cooperation with our health specialist, we offer various projects that teach topics such as nutrition, exercise and mental health in a playful way and sensitize the children to a healthy lifestyle. Another offer is the dental health project, which is supervised by a dental assistant and carried out in cooperation with the public health department. Here, the children learn the importance of

oral hygiene and learn how important regular tooth brushing is for their health.
In addition to regular PE lessons, our program includes a variety of sporting activities and competitions. These include swimming lessons in the third year, the annual sports and games festival, the national youth games, a sponsored run and the elementary school handball tournament at the Roter Sand school. These events offer the children the opportunity to develop their sporting skills and at the same time promote team spirit and fair play.
Our working groups such as the dance group, movement group, theater group and yoga group offer the children varied opportunities to develop their enjoyment of movement, strengthen their flexibility and body control and expand their creative expression.
We also promote active and environmentally friendly routes to school with initiatives such as "Walking to School" and the "Yellow Feet" project. The "Schulexpress" ensures that children get to school safely and in an active way. In the fourth year, pupils also acquire a bicycle driving license to learn how to behave safely in traffic.
Projects to strengthen children's emotional well-being also play an important role in their holistic development. The "Seelenvogel" project supports children's emotional health and perceptiveness, while the "WOW! Wir werden Bewegungshelden" project promotes the joy of movement and community.
Through these diverse activities, we support the children in their physical and mental development and inspire them to lead a healthy, active and creative life.

6. Reading promotion

Our aim is to strengthen our pupils' reading skills in the long term and at the same time to awaken a love of reading. To this end, we offer a wide range of activities that both promote reading skills and spark enthusiasm for literature.

Daily reading ribbon
Every day, all pupils take 25 minutes to read - regardless of their subject. This daily reading band not only strengthens reading skills, but also conveys the joy of immersing oneself in stories and encourages independent reading.

School library
Our modern school library is a place to feel at home. With cozy cushions, sofas and a large selection of books, it invites the children to browse, linger and immerse themselves in the world of stories. Books are available in both printed and digital form. The library

is supported by committed volunteers from the district and works closely with the volunteer agency.

Reading methods and techniques
Various sound reading methods and techniques are used in class, including dice reading, tandem reading and role reading. Differentiated class sets on different topics enable individual and topic-oriented reading and specifically promote reading skills.

Digital reading promotion
In addition to traditional reading methods, we also use digital tools such as Onilo, eKidz, quop and the Zisch project to make reading exciting and interactive. These applications help children to develop their reading skills in a playful way.

Reading corners and reading cases
Each classroom has its own reading corner as well as book boxes to encourage regular reading. In addition, there are reading cases that can be taken home to encourage reading outside of school and to experience it together with the family.

Reading promotion programs and events
Another offer is the reading club in the library, where children with a passion for reading meet regularly. We also organize reading projects in which stories are read aloud in different languages. Reading competitions and reading sponsorships complete the offer and help to promote reading motivation in the long term.
In cooperation with the Reading Foundation, we also offer a reading club for children who have previously had little contact with books to make it easier for them to access the world of reading.

Excursions and cooperations
Visits to the city library and the bus library broaden children's horizons and invite them to discover the diversity of the world of books. They receive a free library card.

Reading and social participation
As part of the "Mitsprache Fair Chance" program, children learn how important language and reading are for social participation.

Further training for teachers
Our staff regularly take part in further training courses on reading promotion in order to continuously develop the quality and variety of our offers.

At our school, reading is far more than just a skill - it is the key to education, creativity and an open world. We want to accompany the children on their reading journey and give them a variety of approaches to language and literature

7. Musical focus

The music department offers our pupils a wide range of opportunities to discover and develop their musical talents. Our wide range of activities encourages creativity, community and enjoyment of music. In the past, the children have had the opportunity to take part in choir projects, instrumental groups or the musical club - formats that have specifically supported their musical development.
Through cooperation with cultural partners such as the Bremen Philharmonic Orchestra, the Bremen Baroque Orchestra and the Tabakquartier, projects such as workshops, visits and joint musical activities have been realized. These enriched the lessons and gave the children valuable insights into both classical and modern forms of music. Exemplary events such as the "Blue Hour" or "BlickWinkel", which we carried out together with partners from the district, offered musical platforms for creative and intergenerational encounters. In musical project weeks, for example with from Argandona-Trommelwelt, the children experienced a variety of rhythmic forms of expression and learned about new instruments and cultures. Intra-class and inter-class projects and forums also gave the pupils the opportunity to present their musical results to the public.

Our well-equipped music rooms create optimal conditions for musical learning. The offer is complemented by the sound workshop, led by an external music teacher, which promotes the creative and technical use of music. In the past, we have created a lively musical culture at our school with clubs and regular performances, including earlier choir and instrumental projects as well as musical productions. These events strengthened the sense of community and provided a platform for the children to showcase their progress. In the future, we will continue to strive for further musical projects that strengthen these values and open up new areas of experience for our pupils.

8. Sustainability and environmental projects

Sustainability is an important part of our school life, and we are actively committed to raising pupils' awareness of the respectful use of resources to in art lessons.

For example, the children are involved in upcycling projects in which they learn to use materials consciously and create new, creative works from old materials. Taking part in the "Bremen Cigarette Butt Marathon" is another example of how we raise our pupils' environmental awareness and sensitize them to the need to protect our environment.
A special feature is our school project with our own bees, in which the children not only learn about the importance of bees for our ecosystem, but also how important sustainable agriculture and beekeeping are for nature.
We are also involved in the "Bremen tidies up" campaign and regularly take part in clean-up campaigns in which the children actively help to protect the environment and integrate the topic of waste avoidance into everyday life. Waste separation and waste avoidance are important aspects of our school life, and pupils are encouraged to act in a resource-conserving manner through practical projects.
Our school garden projects offer the children the opportunity to grow their own fruit and vegetables and thus develop a practical understanding of sustainable nutrition. These projects are complemented by regular waste separation and waste avoidance activities, which teach the children important values for an environmentally conscious life.
In conjunction with science lessons, we visit an organic bakery and a mill, among other things, to teach the children about the production of food from sustainable sources and to promote an understanding of environmentally friendly production methods. The connection between a healthy lifestyle and sustainable consumption habits is addressed as part of the health specialist's projects, for example on nutrition.
In addition, we support projects such as "On foot to school" and promote the
"Bicycle driving license" not only promotes mobility, but also the respectful treatment of our environment. These initiatives encourage children to use environmentally friendly means of transportation and to actively engage with the topics of sustainability and environmental protection.
Through these diverse measures, we want to raise children's awareness of responsible and sustainable behavior and show them concrete ways in which they can make their everyday lives more environmentally friendly.

9. Social learning and co-determination

Social learning and co-determination are integral parts of our everyday school life. We attach great importance to democratic education, in which the children are involved in decision-making processes and take on responsibility. In the pupils' parliament, the children have the opportunity to play an active role in shaping our school and to contribute their concerns and ideas. The class council is a democratic committee, in the children regularly

can discuss topics and develop solutions together with their classmates.
Our class representatives take on a responsible role and represent the interests of their classmates. This promotes their communication skills and sense of responsibility. We also support the children in becoming increasingly independent and making their own decisions.
Children in Year 3 can be trained as mediators as part of a working group and thus help to mediate conflicts during breaks.
Projects such as the "Friends Bank" and the "Soul Bird" strengthen the sense of community and promote the children's emotional and social skills. The tandem partnership between Year 1 and Year 4 offers the older pupils the opportunity to take responsibility for the younger ones, while the younger ones learn from and receive support from their older classmates.
In addition, we promote cross-grade groups that strengthen cooperation across grade boundaries. The traffic light system, which is used in all classes and throughout the school, helps children to take responsibility for their own behavior and encourages self-reflection.
The school rules and the teaching of children's rights are further building blocks that provide pupils with guidance and clarify their rights and obligations in the school context. In class, we also work with the contact police officer to teach the children the importance of respect, tolerance and safety.
Classroom rituals create an atmosphere of respect and cooperation in which every child feels valued. Our school social workers accompany and support these processes in a targeted manner by acting as a point of contact for the pupils. A grievance box offers children the opportunity to share their worries and concerns anonymously so that they can be dealt with in a trusting environment.
Through these diverse offers and measures, we promote the children's social skills and strengthen their ability to participate and take responsibility in the community.

10. School festivals and community projects

Joint activities and events are an integral part of our school life and help to strengthen cohesion within the school community. The school's many musical performances are a particular highlight, with pupils demonstrating their talent in concerts, musicals and plays. The annual Winter Forum, the Easter Forum and the Christmas play are established traditions that are celebrated by the entire school community.

school community and are eagerly awaited. In addition, carnival celebrations and the sports and games festival take place regularly and bring children, parents and teachers together for joint activities.
At the annual winter bazaar, the pupils contribute to the success of the event with their home-made items and creative ideas. At the end of primary school, the farewell party for the fourth grade is organized. Class parties with parents, joint Christmas parties and parent cafés offer further opportunities for parents and teachers to get to know each other and exchange ideas.
The school association plays a central role and supports numerous events, which is very important for the school community. Particularly noteworthy are the joint activities with parents and staff in the school garden or the joint baking, cooking and handicrafts, where children and parents can work together and show their creative side. Singing together with parents also creates a strong sense of togetherness and is a regular part of our celebrations and festivities.
Cooperation with external partners such as the Bremen Philharmonic Orchestra, the Roter Sand secondary school, the kindergartens and the Pusdorf cultural center enriches our school life and offers the pupils many valuable experiences and opportunities. Our school trips to Bremen's school country homes enable the children to experience a special time outside of school and strengthen the sense of community. There are also overnight stays at school, such as radio night or reading night, where the children have fun and make valuable memories.
Overall, all these community projects and school festivals help to promote social ties, discover talents and make the school environment lively and diverse.

11. Special features

Our school is centrally located in the district and sees itself as a school for all, characterized by its diversity. We offer a space where pupils from different social and cultural backgrounds can come together and learn from each other. Inclusive education is a central theme of our school and we attach great importance to doing justice to all children and providing them with individual support and challenges.
The attractiveness of our school is not only reflected in the modern and diverse offerings, but also in the cooperation with the Tabakquartier, an important partner that is actively shaping the development of our district. The district is currently undergoing an exciting development process, and we are proud to be part of this change and to make our contribution to improving the quality of life of the people in the area.

Our school's focus on music is also an essential part of our special focus. Music plays a central role in our school profile and not only promotes creativity and a sense of community, but also contributes to the personal development of the pupils. Through numerous musical activities and projects, we offer the children a wide range of opportunities to develop their talents and immerse themselves in the world of music.
Overall, we see ourselves as a school that creates diverse opportunities for all children and is actively committed to inclusive, creative and future-oriented education.

12. General conditions

12.1 School building

Our school combines both old and new buildings, with the oldest part dating back to 1905. We are constantly working to ensure that each year group is taught together in one area of the school building to encourage collaboration and create a learning-friendly atmosphere.

12.2 Team

Our team works on a multi-professional basis and is highly motivated to develop and shape the school innovatively. We rely on close cooperation between teachers, inclusion teachers, school social workers, educational staff, administrative staff, students, interns, FSJ volunteers, trainee teachers, school support staff, external musicians and DAZ and DAF teachers. These diverse professions complement each other and contribute to a successful school day and a positive working atmosphere.
Our administrative assistant is the organizational heart of our school and ensures that everyday school life runs smoothly with her expertise, friendliness and reliability. She is the first point of contact for parents, teachers and pupils and contributes significantly to the positive atmosphere at our school.

12.3 Communication structures

We rely on digital communication and naturally use smartboards and iPads. The digital organization and regular staff meetings ensure transparency and a clear flow of information. Other communication channels include ZUP meetings, school conferences, social pedagogy cooperation sessions, school management meetings, pedagogical staff meetings, exchanges with the health specialist as well as parent exchanges and regular school parent representative meetings. Communication within the teaching staff takes place via class and year teams, subject conferences and the parents' council. We also maintain a lively exchange with the chairpersons of the school association.

12.4 Cooperation partner

Our regular school partners include the Bremen Philharmonic Orchestra, the Center for Art, the Tabakquartier, the Roter Sand secondary school, the ReBUZ and the Office for Social Services, local kindergartens and the Kulturhaus Pusdorf. We work closely with the Bremen school hostels, external musicians, external teachers and the volunteer agency. These partners enrich our offer and contribute significantly to a broad and creative education.

12.5 Training opportunities

Our training structure includes regular further training for everyone working at the school, both internal training and courses offered by external partners. This ensures that our team is continuously learning.

12.6 Parental work

Parent work is very important at our school. We work closely with parents through regular activities and events, both directly and through the school association. These include celebrations such as the winter festival, projects in the school garden and much more. We value the exchange and cooperation with parents in order to jointly shape the educational development of our children.

12.7 Security

Our school is a safe place for everyone. The school management welcomes each child in the morning and admits them to school personally. The school is only accessible with a key or by ringing the bell after 8am. We also have comprehensive safety concepts and fire alarm drills to prepare the children for emergencies. Our school social workers, safety officer and health officer offer support and regular first aid courses and safety measures.

12.8 Family and leisure

Holiday provision at other schools and emergency care are offered. The family-friendliness of our school is demonstrated by the flexible working time arrangements for employees.

13. Development steps

13.1 Transition from nursery to elementary school

The transition from nursery to elementary school is particularly important to us. We work closely with the daycare centers, regularly exchanging information and making joint visits. A particular focus is placed on open days, taster days and parent information evenings in order to familiarize future children with the school.

first graders and their parents a smooth transition. "Primo" is a language test in Bremen that all children take one year before starting school to check their language development. If support is needed, they receive targeted language support in the last year of kindergarten. The "With Mirola the witch in the enchanted forest" back-to-school observation helps teachers to get to know the skills of first-graders in a playful way. In small groups, the children accompany Mirola the witch on her way and go through various stations where their basic skills are observed. The results are incorporated into an evaluation discussion and serve as the basis for individually adapted initial lessons.

13.2 Transition class 4/5

The transition from Year 4 to Year 5 is accompanied by a close exchange with the secondary schools. A central component of this is the visit of the fourth graders to the Roter Sand secondary school, where they gain an initial insight into everyday school life on a school day. In addition, the future class teachers from the secondary school sit in on the fourth graders' lessons at our school. We also visit a grammar school as a fourth year to get to know another type of school. In addition, individual parents' evenings are held and all secondary schools offer an open day.

14. Living practice

14.1 Lessons offered

Our lessons are characterized by innovative teaching and learning methods, partly in team teaching. From Year 1, we offer English lessons that are project-based. Our compulsory lessons include, for example, swimming in the third year, as well as clubs in the arts, music and technology. Our students have the opportunity to develop their talents through projects such as theater, the digital revolving door, and competitions such as the Mathematical Olympiad or the Kangaroo competition.

We offer an open all-day school from Monday to Thursday until 3 or 4 pm and on Fridays until 2 / 3 / 4 pm. In the future, we plan to become a tied all-day school. Lunch is freshly cooked in our new canteen and work is done during learning time.

14.2 Breaks and exercise

The children have two exercise breaks of 20 minutes each and a breakfast break every day. Additional exercise breaks are an integral part of the school day.

14.3 Healthy diet

A healthy eating approach is supported by our muesli club project, the provision of fresh fruit and the promotion of healthy breakfasts together.

14.4 Care services

During all-day care, all children are accompanied by educational staff and teachers. We also guarantee reliable emergency care during times of further training and special events.

14.5 Promoting talent and performance

Our school is currently in the process of being certified as a LemaS school (Leistung macht stark). We have set ourselves the goal of doing justice to the different talents and opportunities of the pupils through individualized offerings and discovering and promoting a wide range of interests and talents. An inclusive understanding of talent, which focuses on the development opportunities of both high-achieving and potentially high-achieving pupils, underlies the basic pedagogical consensus of the teaching staff and the school's talent promotion concept. Differentiated offerings and projects such as theater, math competitions and targeted performance support are part of our concept. The digital revolving door offers pupils the opportunity to discover new interests or deepen their knowledge in various subject areas. In live courses (Inspirations), they learn interactively with experts and other children from all over Germany, while the Self Workshop and Specialist Workshops promote individual learning with videos, quizzes and creative tasks. Finally, in the Project Workshop, they can work with others to implement digital projects, solve complex problems and present their results. The geometry workshop offers children the opportunity to experience the content of math lessons in a practical and playful way.

14.6 Feedback culture

We attach great importance to regular exchange through staff meetings, digital and analog communication within the teaching staff and with parents.

15. Closing words

Our elementary school is a place for learning, discovering and growing together. Our school concept lays the foundation for a holistic education that promotes knowledge, values and social skills in equal measure. Every child is recognised for their individuality and supported in the best possible ways on his or her learning path. We see school as a lively space in which children can enjoy learning, develop and realize their potential. This

can only succeed in a strong community of pupils, parents, teachers and all other stakeholders. With this concept, we are committed to a school that not only imparts knowledge, but also awakens curiosity, strengthens self-confidence and prepares students for the challenges of the future. Together, we are shaping a school that is a place of opportunity, security and development - today and in the future.

This school concept is continuously evaluated and updated. Status: May

2025
Authors: Pahling, Wahlers, Ceylan, Thews, Kalan, van Bassen