SECONDARY SCHOOL

STAFF HANDBOOK

2020 – 2021

Authorised IB World School. Accredited by the New England Association of Schools & Colleges, Council of International Schools and the Jordanian Ministry of Education. Member of the European Council of International Schools, International School Services and the Middle East IB Association.

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VISION

To be recognized as providing a unique educational experience that inspires, nourishes, and celebrates the individual; one in which staff, students, and parents are proud partners.

MISSION

IAA delivers a holistic international education that exemplifies life-long learning and responsible citizenship.

IAA belongs to the Jordanian community, fostering an atmosphere of pride and identity, celebrating our traditions, and promoting a sustainable future.

IAA equips its students with the skills, principles and experiences that empower them to fulfill their academic, personal, and social potential.

IAA promotes ethical development, intercultural empathy ----and a duty to the global and local community.

IB MISSION STATEMENT

The IB aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IB works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

ACCREDITATION

The IAA is accredited by Council of International Schools / New England Association of Schools and Colleges and is an authorized IB school for the MYP and DP.

All IAA students follow a course of study that will allow them to achieve Jordanian Ministry of Education equivalency (scientific or literary stream).

DEFINITION OF LEARNING

SHOWING CURIOSITY

SOLVING PROBLEMS IN THE REAL WORLD

ACQUIRING KNOWLEDGE AND SKILLS

الأكاديمية الدولية - عمّان
THE INTERNATIONAL ACADEMY - AMMAN
Learners of Today - Leaders of Tomorrow

IAA Learners...

- Do their best each day
- Use resources effectively to facilitate learning
- Accept that success comes from failure

APPLYING KNOWLEDGE AND SKILLS TO NEW SITUATIONS

CREATING NEW UNDERSTANDINGS

SYNTHESISING

GLOBAL CITIZENSHIP AT IAA

GLOBAL CITIZENSHIP AT IAA
IS ADVOCATING FOR DIVERSITY, INCLUSION AND EQUITY

THROUGH LIVING OUR
VALUES

BY BUILDING OUR
SKILLS

BY BROADENING OUR
KNOWLEDGE AND
UNDERSTANDING

BY DEVELOPING RESPECT AND COMPASSION FOR THE RIGHTS OF OTHERS.

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2020-2021 CALENDAR

الأكاديمية الدولية - عمان

THE INTERNATIONAL ACADEMY - AMMAN

Learners of Today - Leaders of Tomorrow

Academic Calendar 2020-2021

First Semester

AUGUST

Su	M	Tu	W	Th	F	Sa
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

- # Eid Al-Adha Break
- # Islamic New Year
- **Start date ALL students PK - 12**
- Mid Term Break
- # Prophet Mohammad's Birth Date (PBUH)

NOVEMBER

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JANUARY

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

- Parent Teacher Conferences
- Winter Break
- Christmas Day
- New Year's Day
- **Second Semester Starts**

Second Semester

FEBRUARY

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

MARCH

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APRIL

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

- Parent Teacher Conferences
- Mid Term Break
- # First Day Ramadan
- Spring Break

MAY

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JUNE

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

94	First Semester 30/8/2020
88	Second Semester 31/1/2021
182	Total Teaching Days

 # Islamic holidays are subject to change

	Official Holidays
	School Holidays
	Weekends

- Labour Day
- Easter & Spring Break
- # Eid Al-Fitr
- Independence Day
- Last Day for Students
- Last Day for Staff
- Summer Break

WHO IS WHO AT IAA

The International Academy Amman has a well-defined communication system. All parents need to know who to contact if they have any concerns about their child's life at the Academy. We welcome parent involvement at IAA but do request that should they need to see any member of staff to please make an appointment first as staff need to be available. They are expected to give the reason for the appointment, so that the staff member can be properly prepared.

The following is a list of whom to contact:

Academic Issues

Subject Teachers
The Subject Teacher should be contacted regarding specific subject/class concerns. The Subject Teacher, in turn, may also contact parents to discuss any ongoing subject/class issues with a student. Ring or email the school, and the school secretaries facilitate the making of an appointment or a return of call (within 48 hours).

Heads of Department (HOD)
Heads of Department are the curriculum and pedagogical leaders of their subject area. They should be contacted by parents for issues regarding the teaching and learning within the subject area if the Subject Teacher has not been able to answer an initial enquiry.

Pastoral Issues

Home Room Tutor
The Home Room Tutor should be contacted about any general (non-academic) concerns a parent has about their child's life at IAA. The Home Room Tutor has daily contact with a number of students and their teachers, so is in the position to give much information about their social wellbeing and their general approach to studies and study skills. The Home Room Tutor should be the person with whom parents should have most contact, initially.

Grade Leaders
If an issue has not been resolved with the Home Room Teacher, then the next person to contact is the Grade Leader. The Grade Leader has overall responsibility for the pastoral welfare of a particular grade. They should be contacted regarding minor pastoral issues, such as homework completion and behaviour.

Should Pastoral issues become such that significant intervention is needed then this will involve the Deputy Head of Middle School (G6 to 8), Head of Middle School (G9 to 10) and the Diploma Coordinator (G11 to 12).

Counsellors
The Counsellor should be contacted if parents have any significant concerns about their child's social/emotional wellbeing at IAA. The Counsellor may also contact parents if there is a need to discuss social issues and/or any ongoing concerns raised by staff.

Specialist Services

College and Careers Counsellor
The College and Careers Counsellor is mostly concerned with Grades 10-12, offering advice on careers and assisting students with university information and applications. As part of this service, the Counsellors also have information on summer programmes inside and outside of Jordan. Parents of Grades 10-12 should contact the University & Careers Counsellor regarding the above.

The School Nurse
The School Nurse should be contacted by the parents if their child is unable to come to school due to illness, or can come to school but needs special care and accommodations due to a medical condition. Should a child need to take medication during the day, then the nurse must be notified in a timely manner and the medicine must be kept with the school nurse and be dispensed from the school clinic. If the student has a chronic condition and is on long term medication, it is very important that the nurse is informed at the very beginning of the year.

Senior Management

Diploma Coordinator (Grades 11 and 12)
Middle Years Programme Coordinator (Grades 6-10)
There are two IB Coordinators at IAA: DP and MYP. The DP and MYP Coordinators should be contacted with issues pertaining to the overall curriculum, such as concerns and questions about the structure of courses/units, grading, standardization and programme requirements.

The Deputy Head of Middle Years Programme
The Deputy Head of MYP assists the Head of the MYP with the day-to-day running of the MYP. The Deputy Head of MYP overseas all matters relating to the welfare, teaching and learning of students in Grades 6 to 8. The Deputy Head of MYP works with the MYP Coordinator, Grade Leaders, HODs, Student Support, Class Teachers and Parents on matters that impact on student achievement, behaviour and school life for students in these grades. In addition, any particular concerns regarding assessments calendars, exams and student workload in Grades 6 to 8 should be addressed to the Deputy Head of Middle Years

The Head of Middle Years Programme
The Head of MYP is responsible for the day-to-day running of the MYP and assists the Secondary Principal with the implementation of the MYP. In addition, the Head of MYP overseas all matters relating to the welfare, teaching and learning of students in Grades 9 and 10. The Head of MYP works with the MYP Coordinator, Grade Leaders, HODs, Student Support, Class Teachers and Parents on matters that impact on student achievement, behaviour and school life for students in these grades. In addition, any particular concerns regarding assessments calendars, exams and student workload in Grade 9 and 10 should be addressed to the Head of Middle Years

Principal
The Principal of Secondary is responsible for the day-to-day management of all areas of the school. The Principal should be contacted for serious concerns related to the overall management of the school and after parents have exhausted the above channels.

The Director
The Director is the final authority within IAA and therefore should only be contacted after having exhausted all of the above channels or for extenuating cases only. The Director meets with parents every Tuesday from 8:00 am – 9:00 am on a first come, first served basis. In extenuating cases when the issues cannot be delayed parents can schedule a meeting with the Director by contacting the Office Manager or Secretary.

GRADE LEADERS AND TUTORS

Grade	Tutor	Grade Leader
6A	Ala' AlShantaf	Ghadeer Khoury (6A/B)
	Hamish McIntosh	
6B	Kelsey Richardson	Richard Walters (6C/D)
	Hazem Abu Jafar	
6C	Alaa Arar	
	Lamya Abu Seraj	
6D	Zaina Kharouf	
	Neveen Sama'een	
7A	Hazar Al Saifi	Rasha Al-Laham (7A/B)
	Sami Hamdan	
7B	Nemeh Fawares	Mike Sullivan (7C/D)
	Abeer Mansour	
7C	Mitch Caissie	
	Sahar Aranki	
7D	Wesam Wekhyan	
	Peter Barrett	
8A	Obeida Madi	Estefania Vargas (8A/B)
	Nour Qasrawi	
8B	Rama Al Masri	
	Matthew Burrell	
8C	Mohammad Malhis	Aida Tanboor (8C/D)
	Nazia Savrimootoo	
8D	Hind Hassan	
	Alaa Abu Halimeh	
9A	Tahani Al Fares	Laila Ewaiwi
9B	Osama ElKashef	
9C	Emad Zeidan	
9D	Khaled Zarrour	
10A	Rana Abu Laban	Layal Al Mousa
10B	Agatha Knowles	
10C	Susanne Marchant	
11A	Reem Amireh	Titiana Khoury
11B	Virginia Issaris	
11C	Boopathy Kalipallyam	
12A	Rula Abu Jaber	Sana' Shaban
12B	Reem Yassin	
12C	Valerie Roche	

POSITIONS AND RESPONSIBILITIES

Name	Position	
Martin Thompson	Secondary Principal	
Zena Muhtaseb	Head of Middle Years (G9-10), Safeguarding Lead, Head of Science	
Yaaseen Hoozeer	Deputy Head of Middle Years (G6-8)	
Justin Hayward	DP Coordinator, Extended Essay Coordinator	
Hala Asaad	MYP Coordinator	
Salam Essa	Head of Arabic	
Donald Cleary	Head of English, TOK Coordinator	
Ignacio Rodriguez	Head of Spanish	
Reham Barghouti	Head of Individuals and Societies	
Hadeel Abu Sido	Head of Maths	
Obeida Madi	Head of Arts	
Dema Sawalha	Head of Design	
Eyad Makanai	Head of Physical and Health Education	
Kayed Maghames	Head of Religion	
Kathleen McKim	Head of Libraries	
Nazia Savrimootoo	Student Support Coordinator	
Kendal Jackson	Pastoral Counsellor	
Charbel Salamoun	Pastoral Counsellor	
Da'ad Mdanat	School Nurse	
Aya Abdel Hadi	College Counsellor	
Reham Saleh	ICT Coordinator	
Hanin Ababneh	CAS & G10 SAA Coordinator	
Zaina Zananiri	G6-G9 SAA Coordinator	
Lubna Atari	Personal Project Coordinator	
Dina Kankoush	Community Project Coordinator	
Harriet Bodkin	Approaches to Learning Coordinator	
Yaaseen Hoozeer	Mentoring and Coordinator for Pedagogical Development	
Samer Taha	Athletics Director	
Layal Al Mousa	Student Representative Council Advisor	
Jansate Maklosh	Executive Secretary for Secondary Principal	
Natasha Hazaz	Secretary for Middle School	
Samah Nabulsi	Secondary Receptionist	
Rawan Yakoub	Photocopier Attendant	

IAA'S CODE OF CONDUCT

I agree to strictly follow all of the rules and guidelines as contained in the school's Code of Conduct as a condition of my providing services to the students participating in the school's programs. The Code includes the following key areas of my responsibility:

I will:
- To the best of my ability, promote the good health, welfare, and safety of all members of our school community and uphold high ethical standards.
- Treat everyone with respect, patience, integrity, courtesy, dignity, and consideration.
- Conduct one-on-one meetings with children and/or youth in settings that are open and visible to others; as well as never be alone at school activities without another adult being notified or present.
- Use positive reinforcement rather than criticism, competition, or comparison when working with children and/or youth, while also adhering to the school's policies on student discipline.
- Cooperate fully in any investigation of abuse of children and/or youth.
- Avoid transactions with students, parents, or vendors that may be perceived as conflicts of interest.
- Comply fully with the school's policies on anti-harassment, representation and confidentiality standards, safeguarding of property and funds, and the honoring of contracts.
- Comply fully with the school's mandatory reporting requirements and the school's policy to report suspected child abuse; and other violations of the Code or other school policies.
- Ensure student safety by being diligent in my attendance and punctuality at all times when I am responsible for children.
- Act as a role model for students through my words and actions.
- Respond to student physical contact such as hugs or handshakes in a culturally-sensitive and age-appropriate manner. Maintain appropriate physical boundaries at all times and touch children – when necessary – only in ways that are appropriate, public, and non-sexual.
- Ensure that bathroom visits are safe and respectful of student privacy.
- Exhibit and encourage open communication.
- Follow IAA protocols for child safety when supervising school field trips and overnight trips.
- Alert another staff member when working with students after school.
- Hold myself and others accountable for keeping children safe.
- Upload any photos of students from my personal devices by the end of the next school day and delete them from my personal digital storage both offline and online.

I will not:
- Touch or speak to a child and/or youth in a sexual or other inappropriate manner.
- Inflict any physical or emotional abuse such as striking, spanking, shaking, slapping, humiliating, ridiculing, threatening, demeaning or degrading students.
- Smoke or use tobacco products, or possess, or be under the influence of alcohol or illegal drugs at any time while working with children and/or youth. Use alcohol or other inappropriate substances on school property.
- Give gifts to students.
- Accept gifts from students or families with a value of more than 30JD without the Director's approval.
- Communicate with children over non-school e-mail accounts.
- Use What's App, Facebook or similar forms of electronic or social media to communicate with students without the Director's approval.
- Initiate or encourage any physical contact with a student.
- Transport students without parent consent unless it is a medical emergency.
- Invite a student to my home or arrange to meet with a student away from school property without line manager and parent consent.
- Meet individually with a student in a closed or unobservable setting.
- Post photos or other information about students on the Internet.

My signature confirms that I have read and understood this Code of Conduct and that as a person working with children and youth I agree to abide by these standards. I understand that any action inconsistent with this Code of Conduct or failure to take action mandated by this Code of Conduct will result in disciplinary action up to and including removal from IAA.

TIMETABLE

School Day 2020-2021

	Reg 7:50 - 8:05	Period 1 8:05 - 8:50	Period 2 8:50 - 9:35	Period 3 9:35 - 10:15	Period 4 10:15 - 10:55	Period 5 10:55 - 11:40	Period 6 11:40 - 12:25	Period 7 12:25 - 13:05	Period 8 13:05 - 13:45	Period 9 13:45 - 14:30	Period 10 14:30 - 15:15
Sun	Reg										
Mon											
Tues								12.25-12.55	12.55-13.30	13.30-14.15	Staff Meeting
Wed											
Thurs											

1.1 The IB Learner Profile

The IB Learner Profile is at the heart of the MYP and DP.

It's the IB mission statement translated into a set of learning outcomes for the 21st century.

IB learners strive to be:
- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

'The attributes of the learner profile express the values inherent to the IB continuum of international education: these are values that should infuse all elements of the two programmes and, therefore, the culture and ethos of all IB World Schools.

IB programmes promote the education of the whole person, emphasizing intellectual, personal, emotional and social growth through all domains of knowledge.' *(The Unique Benefits of the Diploma Programme, PPT, IBO, 2007)*

At IAA we bring the Learner Profile to prominence through:
- Our behaviour management as all House Points may only be given if they are correlated to one of the attributes listed above;
- Our school policies such as Academic Integrity and Responsible Use of ICT;
- Distinct references to these attributes in our planning;
- Our pedagogical approach encourages students to strengthen these attributes in our lessons;
- Through our Personal, Social and Health Education (PSHE) programme.

1.2 Academic Integrity and Plagiarism

The Need for an Academic Integrity Policy

All schools, regardless of their educational programmes, should develop guidelines on academic integrity. Aspects of two of the central frameworks used at the IAA, the International Primary Curriculum's (IPC) 'Personal Learnings' and the International Baccalaureate's (IB) 'Learner Profile', both stress the need for students to be principled, to act with integrity and honesty and take responsibility for actions as well as accept the consequences of such actions.

At IAA, students' work is expected to be completely the result of their own efforts, and it is the duty of IAA to foster a sense of independent study in students.

In practice, this idea means that students should strive to maintain academic integrity of their work. For Secondary students this translates as 'zero tolerance' of plagiarism and academic dishonesty; for Primary students, it means that students need to be counseled about the necessity of honesty in work.

Definition

The IAA uses the IB definition of malpractice: "behavior that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components" (General Regulations: *Diploma Programme, IBO, 2011* http://www.ibo.org/globalassets/publications/become-an-ib-school/dp-general-regulatioin-2014.pdf accessed 7th Aug 2016)

Malpractice can take these forms with regard to academic integrity:
- Plagiarism
- Collusion
- Duplication of work
- Unfair advantage
- Fabrication

Plagiarism
Plagiarism is deliberately and knowingly taking ideas or written documents from someone else and presenting them as one's own.

Where a student has poorly referenced work, where the quality of referencing does not meet the required standards of IAA (and therefore the IB), the work will be classed as plagiarised.

The extensive use of other people's work when referenced correctly is not plagiarism; however a student may be asked to re-submit work if the ideas of the student are not meaningfully represented.

Collusion
Collusion occurs when two or more students agree to present work that is not their own individual work, with the aim to gain better marks and to deceive the teacher into thinking it is their own individual work.

Duplication of Work
Work is duplicated when a student uses a piece of work twice (or more) for submission of IB authorized course requirements. A common example of duplication is the use of the data as a basis for both an Internal Assessment and the Extended Essay.

Unfair Advantage
Any other behavior that gains an unfair advantage for a candidate or that affects the results of another candidate, constitutes 'unfair advantage'. Examples include falsifying a CAS record and taking unauthorized material into an exam.

Fabrication
Fabrication is inventing information, falsifying research/projects, and/or using other products with the intent to deceive. The following offenses, including but not limited to those below, are considered examples of fabrication:
1. Creating a false reason to receive special consideration for an assessment or assignment.
2. Citing information not taken from the source indicated.
3. Submitting a paper, lab report, or other academic exercise containing falsified data or evidence.

Scope and sequence for teaching of academic integrity

Grades 6-7
For Grades 6 and 7 students the requirements are stricter than for Grade 5 and teachers are expected to be less lenient in accepting errors. Whilst the focus on work is still for students to use their own words as much as possible, direct quotes and paraphrasing skills are introduced and developed. The building of full bibliographies is also expected. All teachers continue to reinforce the reasons for academic honesty, and the majority of skills are introduced through units of work, often in conjunction with the library staff.

Grades 8 -12
In Grades 8 and 9, there is an expectation that teachers and students will begin to use the school-adopted software (e.g. Turnitin.com) to ensure that students' work is their own. Teachers of students in Grades 10-12 should require the use of this software. Classes will continue to revise and strengthen academic honesty skills and malpractice will be subject to the full consequences for plagiarism and/or academic dishonesty. This may include non-submission of IB MYP/DP work for moderation/or and grading.

Students are warned about collusion and cheating every year and in all grades. All students in Grade 9 to 12 will sign (and parents will countersign) the 'Code of Conduct for IB Students Grades 9 to 12.

Delivery of the IAA Academic Integrity Programme

Information on academic integrity will be delivered to students in a grade appropriate manner. This may include: developing a grade appropriate structured programme to be taught discretely by classroom teachers and/or librarians through an Information Literacy Programme and/or PSHE.

	Primary	Grades 6/7	Grade 8	Grades 9-12
Author/title	Introduce	Revise	Revise	Revise
Pictures	Introduce	Revise	Revise	Revise
Works Cited		Introduce	Revise	Revise
Web sites	Introduce	Revise	Revise	Revise
Direct quotes		Introduce	Revise	Revise
Paraphrasing		Introduce	Revise	Revise

Responsibilities of all stakeholders towards Academic Integrity at IAA

Student Responsibilities
The student is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged. The most frequent failure to give credit to other sources of information occurs when writing research papers. It is, therefore, extremely important that every student at IAA be familiar with the accepted procedures in acknowledging the work of another writer.

Below are general guidelines for citing material:
● Reference (using the MLA format in the Academic Integrity Policy) within the text all material quoted or reproduced directly (i.e. copied) from any source. This includes all phrases, sentences, paragraphs, graphs, charts, images or any other information.
● Sources include printed and electronic media, such as books, textbooks, magazines, interviews, social media platforms, emails, websites and images.
● All ideas that are used must be referenced.
● As a rule, common knowledge, or knowledge assumed to be known by everyone or nearly everyone does not need to be cited; however, when in doubt, students should err on the side of caution and cite sources.
● Taking responsibility for all work; neither good intentions nor 'too many' sources cited are acceptable excuses.

Teacher Responsibilities
ALL teachers at IAA share the responsibility of reinforcing best practices and teaching proper research skills. IAA teachers are expected to ensure academic integrity in these ways:
● Support and act on the School's Academic Integrity Policy.
● Clearly communicate to students the Academic Integrity Policy.
● Provide instruction and support in research and study skills, and be available to offer advice and guidance to students.
● Give specific requirements, as well as written examples of proper citation of a variety of sources in their discipline area(s)
● Structure assignments to encourage the development of students' own ideas through problem solving, comparison, precise hypothesis, analysis etc.

- Provide a formative assessment structure for all formative work that includes planning and the evaluation of sources, and reflects the need for candidates' work to be authentic. The formative assessment structure might include: a carefully developed thesis, the evaluation of sources, planning for an investigation, personal critique or analysis, evidence of higher thinking in a proposal of alternative solutions to the issue under discussion, in-class research assignments.
- Work within the school expectations when planning assessments in order to avoid placing unnecessary pressure on students that find it difficult to manage workloads.
- Guard against what might be described as "academic negligence". In other words, teachers must warn candidates about the consequences of being careless when recording sources, or displaying a cavalier disregard for the origin of material within their work.
- Observe the same procedures as students and actively use the MLA bibliographic convention when providing students with reference material. All teachers should epitomize good academic practice and act as role models for students.

Parent Responsibilities

Review the principles of academic integrity with their children and encourage them to practice honesty in all matters and at all times. In addition, parents may support their students in these ways:
- Attend school workshops on academic integrity;
- Provide an appropriate routine for study and relaxation at home and provide a suitable working environment in the home;
- Support their children by ensuring a balance in activities (that focus on quality not quantity) so that work can be tackled in a manageable way in order that time pressures do not impact on a student's decision making re. academic integrity;
- Ensure a balance in support that is given to children (either voluntary help or paid for tutoring), so that the work is always in the words of the child and there is not an over reliance on outside support;
- Actively discuss work that is being done by children by asking them to discuss it in their own words;
- Upon suspicion that a student is contravening the Academic Integrity Code, parents should be pro-active and seek clarification/help from IAA in order to prevent malpractice;
- Support children who could benefit from extra support by having them attend school support clubs or to use the Library facilities after school.

School Administration Responsibilities (including IB MYP and DP Coordinators)

The school's leadership has the responsibility for establishing processes and procedures that supports a school culture that actively encourages academic honesty. IAA coordinators and administrators are expected to:
- Know the regulations and instructions as provided by the IB that govern the conduct of each examination session.
- Inform staff, parents and students, through various media, as to what constitutes malpractice and how it can be prevented. This will include a clear guide for parents and students that will be posted on the IAA website and e-learning platform.
- Support the IB fully in the prevention, detection and investigation of malpractice.
- Undertake any additional responsibilities required by the IB should a candidate or staff member be investigated for malpractice.

(adapted from *UNIS Academic Honesty Policy, pages 3-7, UNIS 2014, http://www.unis.org/uploaded/02_ACADEMICS/2014-15/IB/IB_Academic_Honesty_Policy.pdf, Accessed 5th August 2016*)

Sanctions for Academic Dishonesty

In the Secondary School, there is 'zero tolerance' of academic dishonesty. This includes plagiarism, collusion, duplication of work and/or receiving an unfair advantage. Apart from students not having their work graded, they may also not be entered for any external exams and will be subject to Discipline Committee process and procedures.

Procedures
If students are found to be copying the work of others, or deliberately submitting work without references, the following will take place:

i) Teacher confirms with Head of Department that it is a serious case of plagiarism/cheating/collusion.

ii) The student is then given a score of 1 for all criteria assessed in that assessment. The Grade Leader is informed.

iii) The name of the student is passed to the appropriate member of the Senior Management Team who will contact parents to explain what has happened and who will record the incident on the school's disciplinary records. The student will also be required to attend an afterschool session on MLA citation with the Library Staff.

iv) Should parents appeal, then a Review Panel of teachers will be called to consider the case. If a student appears to be guilty of malpractice as defined in Section 2 of this Policy then he/she will be penalized accordingly. In addition, students must know and expect that if a teacher suspects malpractice then their work may not be sent for external moderation and/or marking.

v) Students who have colluded by allowing their work to be copied by another will be initially counselled by the teacher. In addition, parents will be informed and the incident will be noted in the school's disciplinary record. After the second occurrence, the HOD and the appropriate member of the school's management team must be informed. Contact will be made with parents and consequences as outlined in part ii) above will be applied.

vi) For cheating offences, there is 'zero tolerance' in the Secondary School, and students will get a zero for each offence. If cheating occurs more than once, the student will be referred to the Discipline Committee which makes recommendations based on Ministry of Education rules and regulations.

vi) Students who have used too much of other people's work but cited correctly will redo the work. The percentage of work allowed depends upon the student's grade level.

Turnitin.com
Grade 6 – 12 teachers are expected to use Turnitin.com for all major pieces of assessed work across the subjects in all grades.

Teachers are expected to understand and explain to students that NO percentage of plagiarism is acceptable. Plagiarism is not acceptable at any percentage.

Tutorization of Work

The IB programmes in general, advocate the nurturing of independent learners as is reflected in the IB Learner Profile. IAA, in its attempt to reinforce such a predisposition towards learning and teaching, endeavours to reinforce these skills amongst its students. This is to be reflected by having our MYP students, grades 6-10, finish most of their summative assessment tasks in class and under the supervision of teachers. These assessments include, but are not limited to, writing of essays in all subjects, conducting research, and finishing different types of oral presentations. The teacher might ask students, as homework, to conduct essential research and to finish the planning; however, the final product should always be finished in class for all subjects. The school hopes, that by adopting such a strategy, our students' learning will be enhanced and sustained in a manner that would make them lifelong learners; which is a realistic reflection of the IB mission and vision.

1.3 MLA Quick Guide for G6-8

Direct Quotes
Author known – "In speech marks" then (author, page) **(Waugh, 23)**
No author known – "In speech marks" then (title of book, page) **(Oxford School Dictionary, 57)**

Direct quotes from the internet
Author known - "In speech marks" (author) **(Paxman)**
No author known – "In speech marks" (name of article) **(How to quote)**

NOTE - Try and avoid lengthy quotes as you can't gain much credit for quoting large chunks of someone else's work in your assignments – it is NOT your work!

Summary Quotes
Summary Quotes are a very useful way of showing that you have read widely and understood what you have read, therefore not having to resort to direct quotes. It shows a more sophisticated use of knowledge. Be very careful with these, the text has to be quite different to be a summary – you can't just change a word here or there! Use only the author and the year can be introduced as:

1. Book, author known use the name of the author and page number in brackets……according to Waugh (23)…

2. Book, author not known use the name of the book and page number in brackets…… Britannica (23)…suggests…

3. Website author known use the name of the author and put the title of the webpage in brackets……..it was the opinion of Ronald (Fast Food Nation)……

4. Website author not known use the title of the website………as How to Make a Pizza points out

How are pictures referenced?
Important: Only use visual images in your work if they are important as part of your analysis
You do not have to reference your own images (those taken by you)

All material used must be referenced (this includes photos, pictures, graphs, tables.)
Book: Underneath the picture/graph/table or any type of visual aid you need to write the person who created it, page you found it on. **Example:** (Waugh, 59)
Website: If the name of the person is not available then give the name of the website where you found it.
Example: (How to Make a Pizza)

Remember – for every single quote/summary quote/graph/table/photo, the full reference has to be in the Works Cited

How is a Works Cited compiled?

1. List your resources in alphabetical order.
2. You must list all references you have cited (eg: quote/summary quote/graph/table/photo/film etc.)
3. When making your alphabetical list ignore 'A', 'An' and 'The'
4. At the end of your reference you must identify the medium (print, pdf, .gif, .jpeg, interview, online, email, tweet, YouTube etc)

Below are some examples of how to reference some of the more common types of resources.

Book
Single Author:
Author's last name, first name. *Title (Italicized)*. Place of   publication: Publisher, Date of Publishing. Medium
Example: Carson, Ben. *Gifted Hands.* New York: Harper Collins, 1990. Book

Two (2) or more authors:
Example: Davis, Michael D. and Hunter R. Clark. *Thurgood Marshal: Warrior at the Bar, Rebel on the Bench.* New York: Carol Pub, 1992. Book

Pamphlet (treated just like a book)
Example: McPherson, Mark. *Caring for your dog*. Mahwah, NJ: Troll, 1985. Book

Web Document:
Author's last name, first name. (if available). "*Article Name.*" Name of Site. Name of institution/organization affiliated with the site (sponsor or publisher). Date of last update. Medium of publication. Date of access. <URL address>.

Examples:
Bernstein, Mark. "10 Tips on Writing the Living Web." *A List Apart: For People Who Make Websites*. A List Apart Mag., 16 August 2002. Web. 4 May 2009. <http://alistapart.com/article/writeliving>.

Felluga, Dino. *Guide to Literary and Critical Theory*. Purdue U, 28 Nov. 2003. Web. 10 May 2006. < https://www.cla.purdue.edu/english/theory/ >.

Film Examples:
Film: *Hamlet.* Dir. Franco Zeffirelli. Perf. Mel Gibson. Warner Bro., 1990. DVD.
Documentary: *The Tribal Mind*. National Film Board of Canada. 1994. DVD.

CD Example: *A Sky full of Stars (Ghost Stories)*,Coldplay. Parlophone/Atlantic, 2014. CD.

Students in grades 9 to 12 have a more detailed guide to MLA referencing that they can access from Moodle through their PSHE pages.

1.4 Student Support

Philosophy

Learning Support (LS) is one of the support services offered at the Secondary level from grades 6-10. It is designed to provide support to students who are experiencing difficulties in coping with the academic curriculum. These difficulties exist in spite of the student's best efforts, and the difficulties cannot be explained by English language acquisition issues alone. The LS personnel work as members of a "Student Support Team", which meets regularly to discuss and plan for the needs of identified students. Other members of this team include the Counsellor, Nurse, Subject Teachers, Grade Leaders and Administrative Representatives.

The philosophy of the LS programme at IAA is holistic in nature. It recognizes that success in school is dependent upon many factors, including basic skill development, time management, study skills, organizational skills, a solid work ethic, a positive attitude, responsible decision-making, and a balanced lifestyle. LS attempts to address the needs of the whole child within the scope of the staffing available.

Goals

A major goal of the Secondary LS programme is for students to ultimately take full responsibility for their education. This means they will have become independent learners. They will have developed problem solving and organizational skills. They will know how to self-advocate and self-reflect. They will understand how to set and achieve realistic goals for themselves, and will have a solid work ethic.

Referrals

Referrals may be submitted at any time during the school year. A referral form is to be completed by the classroom teacher and submitted to the LS Coordinator. The Student Support Team will review the referral form and discuss the next course of action in the SST meeting.

Communication

Ongoing communication between stakeholders is highly valued. To that end, fortnightly meetings with members of the Student Support Team must be scheduled to ensure the identified students' needs are adequately being met. Ongoing informal communication with the classroom teachers exists via email and personal face to face meetings.

Further detail on Student Support at IAA can be found in the Secondary Student Support Handbook of Procedures on the Document Centre.

1.5 Language Support in Secondary

As per IAA's Language Policy, all teachers are language teachers regardless of discipline or grade level. Consequently, all staff have an important role in a student's language development either through use of language and/or promotion of language learning

Strategies for Promoting Advanced Fluency in Secondary Classrooms:

1. Make sure students get instructions and key words in written form that they can follow as you speak.

2. Do as much as you can to help students learn new vocabulary:

   a. Pre-teach vocabulary for the lesson

   b. If you want to use a word or phrase you are not sure the students know, write it on the board and take a moment to make sure everyone understands its meaning. Do the same for idioms (expressions).

3. 'Waiting time' refers to how long you pause in between asking a question or making a statement and moving on. The longer the wait time, the more students think.

   a. Do not answer your own questions. Students know which teachers are going to do this, and usually the students just wait rather than think.

   b. Do not tell students they are wrong. Either build on the parts of the students' answers that are correct or ask the student a question in a different way. Do not 'shut down' your students.

   c. Do not insist that the student use the exact words that are in the course guide. Acknowledge that the student has the right idea before explaining the words that must be used.

4. Ask students questions in such a way that they have to give long answers. Keep track of how much of the time you are talking and how much the students are talking, and find ways to increase the amount of time the students talk.

5. Scaffold information. Use maps, images, videos etc. to make sure students understand references in the text.

6. Give students a chance to ask open-ended questions to find out what they need to know.

7. Check for understanding during class. For example, you can get a 'thumbs up' from the students. Making them do something to indicate understanding nudges them to self-evaluate.

8. The language of instruction, as stated in the school's Language Policy, is English in all classes except in Arabic, IAS-Arabic, Religion and Spanish classes. To have true fluency, the student must think in the target language.

1.6 Supporting Arabic B Students in IAS-Arabic and Religion

To support Arabic B students in classes such as IAS-Arabic and Religion, where Arabic is the language of instruction, the following must be adhered to:

- For IAS-Arabic grades 6-8, Arabic B students can write notes / classwork in their notebook in English. It is up to the classroom teacher if he/she would want them to type up their notes.

- In IAS-Arabic, Arabic should be spoken 90% of the time in class; English 10% of the time. However, in classes where there are language B students, the material should be explained in both languages so that the language B students can fully access the curriculum, while still being exposed to the Arabic vocabulary for the subject.

- For Religion, Arabic B students can write notes / classwork in their notebook in English. Topics should also be discussed in both languages so that the students can fully access the curriculum while still being exposed to the vocabulary.

- For Religion and IAS, Arabic B students (phases 1, 2) will be assigned work in English at the start of the week related to the topic being studied in English. English resources should be provided for Arabic B students either via Moodle, Google Classroom or email, as the teacher prefers. Students are to work independently on the assigned work, whether individually or in groups. Teacher will check in on the students (every 2 or 3 lessons) to see how they are managing and to check their performance on the task.

- During summative assignments or examinations, Arabic B students (phase 1, 2) should be provided with English versions of the assignments or exams. However, they should be encouraged to write their responses in Arabic as much as possible.

- Arabic B students who are in higher phases (3, 4) should be able to access the IAS curriculum in Arabic, but differentiation by task is needed. For example, smaller word count, extra time, etc…

1.7 Homework Guidelines

Introduction

IAA has a commitment to an effective homework programme. The nature and extent of homework will vary with subjects and age groups. Whilst it is difficult to exactly quantify the amount of homework to be expected by a student in a particular grade, or the time required to complete the assigned task, it is accepted that some guidelines must be offered to students and parents. It must, however, also be accepted that there will be peaks and troughs in homework due to a variety of factors such as time of session, religious holidays or recognition of other demands on students.

Definition

Homework is defined as any work planned or approved by the teacher to be completed by the student outside regular class time in order to practice, reinforce or apply newly-acquired skills and knowledge and to learn necessary skills of independent study.

Philosophy

Learning outside of class time is an essential part of good education and leadership skills. Regular homework is important, since it provides students with the opportunity to practice the tasks done during class time at home, which ultimately results in the student's improving both vital educational and life skills. Homework provides continuity for good study habits; fosters independence, responsibility and self-direction and deepens skills and knowledge. It also helps children to become confident and independent in their learning, which will help both throughout their time at school, and in adult life.

Purpose of homework is to:
- Help students make more rapid gains in the learning process
- Provide an extension or reinforcement of class work or a preparation for future class work
- Encourage skills and confidence in working independently
- Encourage discipline and time management
- Allow assessment of student's progress and mastery of work
- Foster interest and enquiry in students
- Allow parents the opportunity for direct involvement in their child's work for mutual benefit
- Provide additional time needed to complete a formative assessment given during the school day.
- Enable teachers to focus on other activities requiring their physical presence during class time
- Enable teachers to focus on other activities that establish a framework for future higher educational studies.

Nature of Homework

The four main types of homework are:

1. **Practice exercises** – providing students with the opportunities to apply new knowledge, or review, revise and reinforce newly acquired skills.

2. **Preparatory homework** – providing opportunities for students to gain background information on a unit of study, so that they are better prepared for future lessons.

3. **Extension activities** – encouraging students to pursue knowledge individually and creatively.

4. **"Learning through Fun" Activity** – many after school activities and games also promote "learning through fun".

The use of technology is encouraged, but teachers must recognize that not all students have access to all technological software.

Quantity

The amount of homework set will depend on the grade level and the time of year. It is expected that during lead up to exams and tests, homework will be revision based and will focus on practice exercises; furthermore, that new work will not be mandated. Students will be informed of what needs to be revised.

Every day during the week, students will be expected to devote some time to homework- either set or un-set. Depending on the grade level, on days where there is no homework set, students will be expected to read either in Arabic and/or English, revise and/or complete daily Maths homework, review the day's lessons and/or revise for any upcoming lessons.

For Grades 6-8, teachers should consult the homework calendar to ensure that students are not overloaded with homework. There should be no more than two subjects' homework set on a night for Grades 6 – 8. Grades 9-10 do not have a set homework calendar. No person may cancel/change or amend designated homework schedules other than the Heads of Schools.

Furthermore, students are not expected to exceed the following maximum of time allocation per school week night completing out-of-class work:

Grades 6-7**:** 1 hour
Grade 8: 1.5 hours
Grade 9: 2 hours
Grades 10: 2.5 hours

Arabic and English Typing Expectations

As part of their weekly homework load, G6-10 students are expected to practice typing in English and in Arabic. Students from G6-8 will be assigned 5 levels of typing homework every week for English. English teachers are responsible for setting this weekly homework and monitoring student progress. Where students are not completing the assigned typing homework, teachers are responsible for informing their HOD and the concerned parents. If a student fails to complete three typing assignments in one month, the infraction should be logged on to TEACHER PLUS as a failure to complete an assigned homework.

Students who complete 100 levels of typing are presented with a certificate, along with other forms of recognition such as a civvies day.

The school has subscribed to an English typing online program to help G6-8 students improve in accuracy and speed. The website allows the teachers to check the progress of each student.

For Arabic typing, we incorporate direct instruction in Arabic typing into their lessons. In Grades 6 to 8, all homework, notes and worksheets in class are typed. In addition, weekly typing assignments are set as homework and recorded on Moodle. In Grades 9 and 10, students complete most of their summative tasks electronically.

Student Responsibilities
All students are to:
- do their best on all assignments/tasks.
- do their own work at all times, i.e. independent of each other, tutors and/or other help.
- inform the teacher well before a task is due, if they are experiencing any difficulties- this is not given to mean the night before.
- complete assignments in a timely fashion as requested by the teacher.
- complete work as assigned by the teacher when a pre-authorized absence is requested.
- check Moodle immediately upon return from absences to find out about any make up arrangements (if allowed). Students are responsible to make up the missed work.
- if sick and unable to complete set homework, to provide the teacher with a note from their doctor.
- reflect on their learning.

School and Staff Responsibilities
The assignment of the amount and type of homework should be the professional responsibility of the teacher based upon the needs of the child and the subject matter. No teacher should fail to assign needed homework when, in their judgment, homework is required to accomplish academic goals and objectives. Homework should not be 'busy work' but an educational need. **Teachers are to ensure that homework has been placed on Moodle by 3p.m. the day it is assigned – *at the latest*.** Please keep in mind that the weekly lesson plan must be submitted on Moodle by 8a.m. on Sunday of every week.

Based on the above, homework assignments/tasks will be:
- explained to students when being set. This means that homework is not something that is referred to at the end of lesson but is explained fully, so that students understand what they must do, as well as the required quality needed;
- coordinated between subject area departments so that students do not receive an overload of homework one day and very little the next or which conflict with school sponsored afternoon/evening events;
- meaningful extension of classroom learning and lessons;
- attainable, ensuring that all students are capable of successful completion of assignments/tasks;
- marked/graded/commented on (whichever is applicable);
- placed on Moodle and will include: date set, date due, copy of any relevant criteria and descriptors for grading purposes, outline of task and any accompanying resources, indication of whether the homework is summative or formative. If homework is summative, then it will receive a grade based on the assessed criteria and a comment indicating the areas of improvement. If the homework is formative then it will be marked using the categories of Needs Improvement; Satisfactory; Good; Very Good or Excellent and a comment indicating strengths and weaknesses.

Teachers will inform students of their office hours at the start of the academic year, if they should need help with the subject. These times will be during lunch and/or after school. Students could also coordinate with the teacher a suitable time for additional help. Students and parents need to be reminded that students have a responsibility to ask for help and be reasonable in the request for help.

Teachers will give ideas to parents for supplementary homework activities, including educational websites, where needed or requested.

Failure to hand in Homework and/or Late Submission
Teachers will keep a record of those students who do not submit homework that is formative. At the third time of failing to hand in homework within one month for students in grades 6 - 10, teachers will inform parents through email via Moodle. If there is still concern regarding consistently missed work, then parents will be asked to attend a meeting where the problems will be discussed. In Grades 11 and 12, homework issues should be discussed with the DP Coordinator.

Late Homework Submissions Due to Authorized Absence
Students who are on school sanctioned trips are not expected to hand in work on the first day they are back. They will receive a **one day extension for every two days** they were away on the trip or participating in a time consuming activity.

Holiday Homework
Grades 6 – 9 teachers will not assign written homework or projects for students during the holidays (e.g. Winter Break, Spring Break, etc…). However, students in Grades 6 – 9 may be assigned homework that can be read, viewed or listened to only. Furthermore, Grades 6-10 students should not be assigned tests / summative assessments on the first two days back from a holiday. These days will be blocked on the assessment calendar.

Parents and Home Tutor Responsibilities
Homework is intended to be a learning activity for students; the opportunity to take responsibility for their own learning and to think creatively and reflectively. Parents and home tutors, should refrain from 'teaching' the student the homework or giving the student answers to questions. Rather they should ask the student to explain and to work through their homework through questioning.

1.8 The Diploma Programme

Creativity, Activity, Service (CAS)

The CAS requirement is a fundamental part of the DP programme and takes seriously the importance of life outside the world of scholarship, providing a refreshing counterbalance to academic studies. Students may not begin their CAS programme before Grade 11 and may not complete it before the end of March in Grade 12.

What does CAS stand for?
- *Creativity* is interpreted broadly to include a wide range of arts activities as well as the creativity students demonstrate in designing and implementing service projects.
- *Activity* can include not only participation in individual and team sports but also taking part in expeditions and in local or international projects.
- *Service* encompasses a host of community and social service activities. Some examples include helping children with special needs, visiting hospitals and working with refugees or homeless people.

Students are expected to be involved in one CAS project (a collaborative project with other students that lasts for at least 5 weeks) and many other CAS experiences during the two years of the programme.

Each school appoints a CAS Coordinator who is responsible for providing a varied choice of activities for students. Programmes are monitored by IB regional offices.

A system of self-evaluation encourages students to reflect on the benefits of CAS participation to themselves and to others, and to evaluate the understanding and insights acquired.

Learning outcomes
The completion decision for the school in relation to each student is, simply, "Have these outcomes been achieved?" As a result of their CAS experience as a whole, including their reflections, there should be evidence that students have:
- increased their awareness of their own strengths and areas for growth
- undertaken new challenges
- planned and initiated activities
- worked collaboratively with others
- shown perseverance and commitment in their activities
- engaged with issues of global importance
- considered the ethical implications of their actions
- developed new skills

All eight outcomes must be present for a student to complete the CAS requirement. Completion requires only that there is some evidence for every outcome. This will be documented by students in a CAS journal that they will keep and share with their CAS Coordinator.

This focus on learning outcomes emphasizes that it is the quality of a CAS activity (its contribution to the student's development) that is of most importance.

Theory of Knowledge

The Theory of Knowledge (TOK) requirement is central to the educational philosophy of the DP.

It offers students and their teachers the opportunity to:
- reflect critically on diverse ways of knowing and on areas of knowledge.
- consider the role and nature of knowledge in their own culture, in the cultures of others and in the wider world.

In addition, it prompts students to:
- be aware of themselves as thinkers, encouraging them to become more acquainted with the complexity of knowledge.
- recognize the need to act responsibly in an increasingly interconnected but uncertain world.

As a thoughtful and purposeful enquiry into different ways of knowing, and into different kinds of knowledge, TOK is composed almost entirely of questions. The most central of these is "How do we know?" It is a stated aim of TOK that students should become aware of the interpretative nature of knowledge, including personal ideological biases, regardless of whether, ultimately, these biases are retained, revised or rejected.

TOK also has an important role to play in providing coherence for the student as it transcends and links academic subject areas, thus demonstrating the ways in which they can apply their knowledge with greater awareness and credibility.

Assessment

Essay (1200 – 1600 words): the topic for which is selected from a list of ten titles prescribed by the IB for each examination session. The essay is marked by external examiners and is worth 40 marks.

Oral Presentation:
Each student makes a 10-minute presentation to the class and writes a self-evaluation report that includes a concise description of the presentation and answers questions provided by the IB. The oral is marked internally and is worth 20 marks.

Extended Essay

The Extended Essay is an independent, self-directed piece of research, culminating in a 4,000-word paper. As a required component, it provides:
- practical preparation for the kinds of undergraduate research required at tertiary level;
- an opportunity for students to engage in an in-depth study of a topic of interest within a chosen subject.

Emphasis is placed on the research process:
- formulating an appropriate research question
- engaging in a personal exploration of the topic
- communicating ideas
- developing an argument.

Participation in this process develops the capacity to:
- analyse
- synthesize, and
- evaluate knowledge.

Students are supported throughout the process with advice and guidance from a supervisor (usually a teacher at the school).

Assessment:
The Extended Essay (4,000 words) is uploaded for external assessment in Grade 12.

Extra Points from the Core (TOK and EE)

The grades for the Extended Essay and Theory of Knowledge course contributes to the overall diploma score. A maximum of three points are awarded according to the candidate's combined performance in both TOK and the Extended Essay.

Subject Choices

Students taking the full Diploma must choose subjects from each of the groups 1 to 5. Another subject can then be taken from Group 6 or a number of options are available for a student to take a second subject from Groups 2, 3 or 4.

It may be that the full Diploma is not required either by a student's university of choice or in the country where the student would like to study. In these cases, a student must complete CAS and may or may not complete TOK or the Extended Essay. This student would be a Course student whereby he/she would choose to study the 6 courses only (at both HL and SL levels as needed).

1.9 The Middle Years Programme

Why the MYP?

IAA implements the Middle Years Programme (MYP) in (Grades 6-10) offered by the International Baccalaureate Organization, which is based on the premise that students should aim to become fully-informed and responsible citizens of an increasingly globalized world. MYP and DP focus on teaching students to be communicators; to be internationally-minded; and to make meaningful connections between their learning and their lives.

IAA believes that the MYP is the best model that will ensure that our students develop a broad knowledge base, strong academic and intellectual skills, and the ability to apply their knowledge and skills beyond the classroom. Conceptual understanding is a significant and enduring goal for teaching and learning in MYP.

The MYP has been designed specifically to meet the needs of students in Grades 6 through 10. Students at this age are not yet adults, but are no longer young children. Therefore the programme provides structure and support as students develop independence, responsibility and intellectual curiosity.

The MYP Model

The MYP includes eight subject areas, Key and Related Concepts, Global Contexts, Interdisciplinary Learning, IB Learner Profile, Approaches to Learning (ATL) skills, Service as Action, and the Community and Personal Projects. The Programme strives to develop students' capabilities through carefully considered learning experiences in all of these areas.

A Concept-driven Curriculum

Conceptual understanding is a significant and enduring goal for teaching and learning in MYP. Two kinds of concepts are used in the MYP as shown in the table below.

Key Concepts	Related Concepts
● Broad, organizing, powerful ideas that have relevance within and across subjects and disciplines, providing connections that can transfer across time and culture.	● Grounded in specific disciplines, and explored in greater detail ● Emerge from reflection on the nature of specific subjects and disciplines, providing a focus for enquiry into subject-specific content.

Teaching and Learning in Context

Students learn best when their learning experiences have context and are connected to their lives. Global Contexts allow students to develop an understanding of their common humanity and shared guardianship of the planet through appropriate explorations of:
- Identities and Relationships
- Personal and Cultural Identity
- Orientations in Space and Time
- Scientific and Technical Innovation
- Fairness and Development
- Globalization and Sustainability

(adapted from http://www.ibo.org/programmes/middle-years-programme/curriculum/).

Global Contexts also help students recognise and develop the overlap between different topics and different disciplines.

Approaches To Learning (ATL)

A unifying thread throughout all the MYP subject groups, ATL skills provide the foundation for independent learning and encourage the application of knowledge and skills in unfamiliar contexts. Developing and applying these social, thinking, research, communication and self management skills helps students learn how to learn *(adapted from http://www.ibo.org/programmes/middle-years-programme/curriculum/).*

For descriptors of the above listed ATL skills, please refer to section 2.3 "Grading in MYP and DP".

Service as Action (SAA)

Service as Action at IAA is an important aspect of the IB philosophy and curriculum where students engage in experiential opportunities and apply what they learn in the classroom by working on service projects within their multiple communities (local, city, national, regional, and international). IAA approaches SAA with a service-learning framework, which is where genuine and sustainable service opportunities are developed in direct and explicit connection with an academic subject/s and unit.

Students have to meet the school's SAA requirements in order to obtain their MYP Certificate in the final year of the MYP. Student reflections must indicate that these requirements have been met. The classroom teacher (carrying out the SAA activity) and the SAA Coordinator will monitor the student's progress. They will contact parents when there is a concern, and fill out appropriate forms at the end of each semester. Moodle will be the tool through which the teachers and the SAA Coordinator can track student progress.

- Grades 6, 7 and 8 students work on and complete one SAA activity per year in subjects where service projects are firmly established. Teachers will guide students throughout the unit. In Grade 8, most of the SAA project will take place in the first semester in order to make room for the Community Project in the second semester.

- Grades 9 and 10 students also complete one SAA activity per year derived from the curriculum, but projects are more individual in nature. In Grade 10, much of the SAA work will take place in the first semester in order to make room for preparations for E-Assessments in the second semester.

The School's SAA policy is available on Moodle under the Student-Parents tab.

Community Project

The Community Project is introduced and completed in Grade 8. This project gives students an opportunity to develop awareness of needs in various communities and address those needs through service learning. As a consolidation of learning, the Community Project engages in a sustained, in-depth enquiry leading to service as action in the community.

Personal Project

From the second semester of Grade 9 until December of Grade 10, all students will complete the MYP Personal Project; a year-long project on a topic of the student's choice. This project gives students the opportunity to showcase their talents in unique and creative ways.

Throughout the Personal Project process, a student is supported by a supervisor, who is a member of staff. Supervisors meet with students on a regular basis to share information about requirements and deadlines, and to provide feedback on their progress. However, it is the students themselves who make decisions about what they will do and how they will achieve it.

A detailed Personal Project booklet is given to each student in the second semester of Grade 9, when they start to decide on their topics. The booklet lists deadlines and provides specific information about choosing a topic, working with a supervisor, organizational methods and assessment criteria.

Personal Project Checklist

IBMYP Authentication Form

IBMYP academic honesty form filled out by student and uploaded to the document center.	

Turnitin

PP has been uploaded to Turnitin, via Moodle.	
All Turnitin reports checked to make sure there is no academic dishonesty in the similarity index.	
A copy of the 'Current view' of the Turnitin originality report for the PP is downloaded	
'Current view' copy of the Turnitin originality report is uploaded with student's work on document center	

Anonymity

Candidate name does **not** appear anywhere on the student work – not on title page, header, footer or in text	
Candidate session number (e.g. 002742-00_ _) does **not** appear anywhere on the student's work	
School name &/or teacher's name do **not** appear anywhere on the student's work	
The **only** identifying text on the student's work is the candidate's personal code (e.g. ABC123)	

Referencing

Candidate uses MLA version 7 or 8 consistently throughout the work	
Candidate references all work from other sources – either direct quotations, paraphrased or summarized material – *immediately after* the sourced material, **not** at the end of the paragraph / section. There should be no footnotes.	
Candidate references tables, sketches, images and diagrams in the correct manner, using MLA.	
Candidate indicates their own tables, sketches, photographs, etc. with "Personal _____ created by author"	
Candidate includes a comprehensive list of sources in a Works Cited page. Only sources that are referred to within the task should be present in the Works Cited.	

Grades and teacher's comments

Grades have been justified according to assessment criteria and submitted with turnitin report and student's work on the document center	
Teacher's comments have been provided as a separate text, to be uploaded into text box on IBIS	
Marks awarded for each criterion have been clearly indicated, with the sum total also provided	
Comments should not exceed 500 words	

Sample work for moderation

Candidate sample work is provided in PDF format, as one document, unless more than one doc. is required	
Copies of ALL candidate work is kept, not just moderation sample work, in case the IB should request for more samples	
Candidate sample work is uploaded on the document center, according to the IBIS structure (MYP Coordinator will give them out).	

Formatting

All typed work should be Times Roman, Arial, Calibri, 11-12 and double spaced	

How does the MYP prepare students for the DP and what happens at its conclusion?

By the end of the MYP, students should be able to plan, organize and complete their own learning activities with limited support. They should have strong communication skills using a variety of styles of communication, such as different languages and the specific styles of mathematics, sciences, humanities, arts, etc. Students should be able to identify and build on their strengths, as well as identify and accommodate their weaker areas.

In addition to these academic skills, over the course of the MYP, students will develop a strong knowledge and skills base in the different subject areas. These knowledge and skills help to prepare students for the greater challenges of the DP.

How does MYP assessment work?

Head and Deputy Head of Middle School approve summative assessment dates to avoid having too many assessments per week.

- Teachers use various types of assessments (tests, projects, oral presentations, written paragraphs, essays, labs, etc.).
- Work is assessed using subject-specific criteria, which gives students clear descriptions of quality work.
- Student achievement in each of these criteria is ongoing throughout the year, with each semester grade giving an idea about the student's progress at that time.
- Each strand, for each criterion, must be assessed a minimum of two times by the end of the academic year.
- Each criterion level (out of 8) represents a concrete skill or content area, which will be presented on the MYP Student Report Cards for parents to utilize in helping guide their child towards higher attainment.
- Teachers assess what students turn in. If students do not turn in work, teachers cannot give an accurate assessment.
- Teachers give frequent feedback to help students reach their goals.

What about grades?

- The school uses MYP grades, from 1-7, to report on each subject at the end of each semester.
- To determine grades, teachers first review a student's achievement on the subject-specific criteria. This is done by looking holistically at everything students have done over the course of the year, taking into account factors such as the difficulty and importance of specific tasks, and the development of skills over time. Once subject-specific criteria marks have been determined, a conversion chart is used to determine the overall 1-7 mark for the semester. The chart is taken from *From Principles Into Practice* (updated Sept. 2014).

What should students do with the assessment information given to them by teachers?
- Students should make sure they understand the criteria which will be used for each assessment task.
- Students should self-assess while planning and preparing for an assessment task, and ask: How am I doing?
- Students should carefully review all comments made by teachers, and use that information to improve in future tasks. Hence all work must include a comment that aims to direct the student's learning.
- Students should talk to their teachers about their progress and teachers should be prepared to provide assistance. (Please note that questions about individual progress may need to take place during a student's free time, as there is not enough time to do this during class for every student.)

MYP Assessment Criteria for All Subjects:

All of the descriptors for the subject criteria can be found in the IB subject guides, which can be accessed from MyIB. These should be utilized to set goals, ask questions on how to improve, and to evaluate one's own work before submitting it to the teacher. Additionally, the Student Reports show the Grade Boundaries, allowing students to gauge the final achievement level for each semester.

MYP SUBJECT CRITERIA

Criterion	Arts	Maximum		Criterion	Humanities	Maximum
A	Knowledge and understanding	8		A	Knowing and understanding	8
B	Developing skills	8		B	Investigating	8
C	Thinking creatively	8		C	Communicating	8
D	Responding	8		D	Critical thinking	8

Criterion	Sciences	Maximum		Criterion	Design	Maximum
A	Knowing and understanding	8		A	Inquiring and analyzing	8
B	Inquiring and designing	8		B	Developing ideas	8
C	Processing and evaluating	8		C	Creating the solution	8
D	Reflecting on the impacts of science	8		D	Evaluating	8

Criterion	Mathematics	Maximum		Criterion	Physical and Health Education	Maximum
A	Knowledge & Understanding	8		A	Knowing and understanding	8
B	Investigating Patterns	8		B	Planning for performance	8
C	Communicating	8		C	Applying and performing	8
D	Applying mathematics in real-life contexts	8		D	Reflecting and improving performance	8

Criterion	Language and Literature	Maximum		Criterion	Language Acquisition	Maximum
A	Analyzing	8		A	Listening	8
B	Organizing	8		B	Reading	8
C	Producing Text	8		C	Speaking	8
D	Using Language	8		D	Writing	8

Interdisciplinary Learning

Interdisciplinary learning takes place between different subject groups to encourage broader perspectives on complex issues and deeper levels of analysis and synthesis. It is the process by which students come to understand bodies of knowledge and modes of thinking from two or more disciplines and then integrate them to create a new understanding. Students demonstrate this by bringing together concepts, methods or forms of communication to explain a phenomenon, solve a problem, create a product or raise a new question in ways that would have been unlikely through a single discipline

(cited from IB MYP Subject Brief Interdisciplinary Learning: http://www.ibo.org/globalassets/digital-tookit/brochures/myp-brief-interdisciplinary-learning-2015-en.pdf).

At IAA, for Grades 6 to 9, students complete one interdisciplinary unit (IDU) per semester. The grades for the first and second IDUs will be reported in the first semester and end of year report cards, respectively. The IDU grade will count in the student's overall GPA.

For Grade 10, students will complete an IDU in first semester. In second semester, the stimulus material released by the IB in early April, for the Interdisciplinary exam, will be used to create a mock Interdisciplinary e-assessment. The results for that mock exam will be the IDU grade, which will be reported on the End of Year report card.

The assessment criteria for the IDU are as follows:

Criterion	Objectives	Maximum
A	**Disciplinary grounding** ● Students understand disciplinary concepts and skills—as framed by MYP subject-group objectives.	8
B	**Synthesizing** ● Students integrate knowledge from more than one discipline in ways that inform enquiry into relevant ideas, issues and challenges in order to explain phenomena or create products.	8
C	**Communicating** ● Students select, integrate or innovate communication forms and strategies to explain the results of their inquiries. ● Students develop the capacity to communicate effectively and responsibly with a range of audiences.	8
D	**Reflecting** ● Students evaluate the role of disciplines, weighing their relative contributions and assessing their strengths and limitations in specific interdisciplinary applications. ● Students also explore various areas of knowledge and ways of knowing, and reflect on their ability to construct understanding across disciplinary boundaries.	8

1.10 Note-taking - presentation and storage

Being a BYOD school and with the implementation of the IB e-assessments in G10, all departments, with the exception of the Arts and Maths, are expected to have students in G6-10 maintain an online notebook. For each unit, students should have one file for note-taking. Students will also be using paper notebooks for other aspects of the unit in order to keep a balance between typing and writing skill development. This balance has been agreed upon at departmental level and HODs will discuss this at the beginning of the year.

Teachers must have access to each student notebook (paper or electronic), so that they can check it for presentation and give feedback on the content directly on the document. The number of times to give feedback is presented below.

Subjects	Minimum # Times to Check Notebook Per Month
Arabic, English, Maths, Science	Twice
Design, IAS, PHE, Religious Studies	Once

HODs are expected to do a random check of students' online notebooks for each teacher within their department once a month.

Presentation of Online Notebook

Presentation of the online notebook falls under the ATL skill of self-management - keeping an organized and logical system of information files/notebooks.

To maintain a consistent format for all documents, students will set up the items listed below as default during the first or second week of school in PSHE.

- Font: Calibri, 11
- Paragraph alignment: left
- Paragraph spacing:
    - Before and after: 0pt
    - Line spacing: single
- Page layout: size A4

Students should also
- Write the date at the left hand side of the page: e.g. August 30th, 2016
- Write the title underneath the date
- Title should be centred, underlined, size 13
- Leave one line after the title
- Underline and bold the subheadings
- Number pages
- Double space or indent paragraphs
- Start a new page for every lesson

1.11 Group Work

Group work is an effective method to encourage active learning and to develop communication and decision-making skills. However, without careful planning and facilitation, group work can frustrate students and teachers. Group work also requires regular reflection and reassessment afterward.

Follow these guidelines to implement group work successfully in your classroom:

- **Thoughtfully consider group formation**
  If you are having students choose their own groups, it is important for students not to feel left out. When you choose the groups, it is important that the harder working students do not end up doing all the work.

  Groups should not have more than 4 students. Students should not be given the option to work on their own when collaboration is the ATL skill assigned for the task.

  For Grade 6, the teacher must organize the groups.

- **Set ground rules for group interaction**
  Establish how group members should interact with one another, explaining principles such as respect, active listening and methods for decision making.

- **Allow sufficient class time for group work**
  Group work should only ever be carried out in the classroom. There should never be an expectation to complete the work outside of the class. If the time given is not enough, more time must be provided in class.

- **Assign team roles to ensure that everyone participates**
  Each student must be assigned a role. Expectations for that role must be clearly written and communicated at the start of the activity.

- **Make the workload reasonable and the goals clear**
  Clear, written criteria are given for group work / presentations.

- **Working collaboratively with others is an ATL skill that must be explicitly taught**
  You must make it clear why this particular activity/assessment is being done in groups. Do not assume that students understand the benefits of collaborative learning.

  Students need strategies for dealing with members who are not doing their fair share. They need ideas about constructively resolving disagreement. They need advice on time management.

  Students are required to reflect on their performance as a group and individually and to give recommendations for how to improve next time. They may do so either orally or in writing. Reflection helps them discover what they learned and how they functioned in the group. It also gives you a sense of their response to group work.

- **Group work needs to be regularly supervised by the teacher**
  Ask questions to the "disinterested" student, but the student must respond to the group.   Ask students to summarize ideas and to predict obstacles.

- **Determining the achievement level**

  Require individual members to keep track of their contributions. The final project should include a report from every member identifying their contribution to the project.

  "Teachers need to document carefully the input of individuals working in a group situation so that the achievement levels for individual students can be determined" (MYP From Principles Into Practice 2014, p. 84).

  If the group work is summatively or formatively assessed, written feedback and an explanation to the grades must be provided to the students.

2.1 Assessment Guidelines

Rationale:
The central focus of education is to facilitate student learning and personal development. In order to ascertain the success of teaching strategies, levels of student achievement and to meet the ongoing educational needs of students, it is necessary to measure and report on these.

Assessment is the process by which student achievement and progress is measured. It is also a tool that informs the ongoing teaching and learning process. The purpose of reporting is to provide feedback, oral and/or written, to the students, teachers and parents.

Assessments are intended to:
- be linked to grade specific curriculum outcomes and/or objectives
- be integral to the teaching and learning process
- be designed to give students the opportunity to show what they know, understand and can do in relation to the curriculum objectives
- provide valid and accurate information, be appropriate to the grade and ability level of the student and reflect the actual learning outcomes
- be inclusive and fair in order to ensure equal opportunity for success and appropriate to the student's level
- be transparent in grading requirements, with objectives shared with the student, with students being made aware of the required standards
- be varied to allow for multiple student learning styles, backgrounds, experiences and needs
- be ongoing, student-centred and engaging
- be criterion based and used with rubrics that are shared with students (if applicable and according to grade level)
- promote reflection on the part of the teacher and student
- track students in order to ascertain development and inform direction for student learning
- be used to determine the next stage for student learning, including progression from one level to another
- assess knowledge, skills, attitudes and use appropriate assessment tools such as Bloom's Taxonomy

Please note that unless part of a criterion, student behaviour cannot be used to determine a grade.

MYP and DP courses are required to give a minimum of two summative assessments per quarter (8 annually) and one documented formative assessment per eight lessons. This is to ensure that when final grades are produced there is clear and accurate evidence for awarding of grades.

Types of Assessments:

Teachers will use a variety of assessments/tasks appropriate to the grade level and task. In general, the following types of assessment/tasks will be used at varying times appropriate to the grade level and need:

- Diagnostic- teachers will use a number of diagnostic tools including IAA developed testing tools; externally moderated online tests and, for learning support, a range of specialized assessments.
- Assessment for Learning (AfL) or formative assessment - IAA uses AfL to: set targets and provide ongoing learning experiences informed by present student achievement levels; identify gaps in student learning; determine student readiness to proceed to next level of learning; boost student self-esteem and motivate students; enable students to reflect on their own learning; to learn about student learning and to help students take responsibility for their own learning.
- Assessment of Learning (AoL) or summative assessment - takes a number of forms at IAA including (but not limited to) examinations, project work, portfolios, exhibitions, moderated and/or standardized tests and projects
- Self and peer assessment- students will be expected to engage in reflection of their own learning in order to set personal goals, identify areas of strength and need. The type of reflective tool used will vary according to grade level; however, the reflection process will occur on a regular basis at all grade levels.
- Standardised assessments- from time to time, students will be given standardized assessments in order to ascertain their level when compared to similar students in Jordan or internationally. These assessments may be internationally benchmarked and may involve students sitting international tests. Students will also sit IAA standardised tests for appropriate courses and levels.

Numbers of Summative Assessments:

These shall be determined according to programme requirements and grade level. The following principles will, however, be adhered to:

- Assessments will be posted on the assessment calendar on Moodle at the beginning of each semester.
- Task sheet for all summative assessments must be posted a minimum of 5 _school days_ before the assessment date. Should this information not be made available then the exam will be postponed as protocols have not been followed.
- For G6-9, summative assessments will not be assigned in the first three weeks of school. This will be blocked on the assessment calendar.
- Internal and external assessments for the MYP (Year 5) and DP will be set according to an annually published assessment calendar
- No more than one assessment per day and 3 assessments per week may be given for students in grades 6 – 8.
- No more than one assessment per day may be given for students in grades 9 – 10.
- No more than two assessments per day may be given for students in grades 11 – 12.

Students will be informed:

- that DP and MYP final examinations will be conducted using the exam protocols prepared by the IB and shared by the relevant coordinator. Other external assessments will be conducted using the protocols as laid down by the organisations concerned (SAT/PSAT/ISA etc). IAA summative assessments will be conducted using the IAA examination protocols outlined later in this document.

IAA – MYP Assessment Cover Sheet (accessed at [MYP Assessment Cover Sheet]( ))

Student's Name:_____ Date Assessment Submitted:_____

Name of Summative Assessment Task and Grade Level

STATEMENT OF INQUIRY: (Underline the KEY/RELATED concepts in your statement of inquiry)

INQUIRY QUESTION (S): ONLY THE ONE (S) YOU ARE ADDRESSING

TOPIC:

APPROACHES TO LEARNING:

ATL skill categories	ATL skill clusters	Description

*minimum 1 skill category; maximum 2 s

LENGTH:

CONDITIONS/MATERIALS:

DUE DATE:

CRITERION ASSESSED:

Achievement Level	Subject specific descriptor *The student is able to:*	Task specific descriptor *You are able to:*
0	Student does not reach a standard identified by any descriptors below	You did not reach a standard identified by any of the descriptors below
1-2		
3-4		
5-6		
7-8		

COMMAND TERM(S):

Teacher's feedback:
Student's reflection:

Responsibilities of Teachers, Students, Parents and Home Tutors

Students will:

- regularly consult the assessment calendar on Moodle to ensure summative assessments are handed in on time;
- be fully prepared for assessments and class work;
- submit required work (homework, class work, assignments and projects) on time and with due diligence;
- follow IAA's Academic Honesty Policy with regards to the need to reference all sources using the MLA format and understanding that Wikipedia is not an acceptable source of information;
- present work neatly and appropriately in the form requested by the teacher;
- analyze formal and informal assessment feedback to monitor personal growth;
- work with teachers to identify challenging goals for their own learning;
- act upon feedback given;
- be expected to reflect on their own learning, either formally or informally.

Teachers will:

- set and design assessment tasks according to criteria;
- adhere to the principles as outlined in this document and the 'IAA Assessment Policy';
- scaffold skills of students to new assessment types;
- provide timely feedback (see below) to students and parents on in-class work and homework;
- send the marked assessments home;
- provide for a range of assessment tasks that are meaningful and reliable in order to facilitate student learning;
- identify student areas of need and provide remediation strategies;
- use assessment data to identify patterns in student performance and needs;
- ensure that grade level appropriate assessments and learning tasks are set according to programme needs;
- work together to plan summative assessment tasks. This applies to teachers who teach the same grade and course in order to ensure that assessment tasks are fair and valid;
- ensure that any external requirements for assessment are met in a timely and professional manner.

Standardization

Standardization of student assessments will be undertaken at all grade levels for all summative assessment tasks within each department. For each summative task, work of **five students must be standardized - two comparatively good, two average and one weak**. This ensures that a student's task would earn the same mark from any IAA teacher. Standardization must be done **before** students' works are graded. Grades should not be shared with the students until standardization is complete.

Once standardization is complete, a scan of the standardized students' work along with the cover sheet must be uploaded under the "Standardization Folder" on the Secondary Document Centre – Standardization Folder.

Missed Assessments

Special arrangements for assessments will only occur due to sickness (accompanied with a doctor's certificate), administrative approved absences or bereavement; otherwise the student will not sit the assessment and will receive no mark for it.

Grades 11 – 12 may make up an assessment during class time. Grades 6 – 10 will make up assessments during the make-up assessment time which is offered every Tuesday and Thursday after school.

Returning Assessments
It is expected that students will normally have the assessments returned to them within seven school days except in special circumstances that have received the approval of the Head of MS (G9-10), Deputy Head of MS (G6-8) or DP Coordinator (G11-12).

Retests
Retesting is not allowed. Once an assessment has been completed, the students may not be reassessed for the same material in order to improve their grade.

Misbehavior During an Assessment
Should a student misbehave in such a way that their behavior affects the rest of the class, the student should be removed to another location to complete the assessment. Consequences will then be determined/discussed once the assessment is complete.

Dealing with Cheating during an Assessment
When a student is caught cheating on an assessment, quietly take any materials that are being used to cheat away from the student. However, do let them finish the assessment. After the assessment, confer with the HOD about the cheating incident. Inform the Deputy Head (for Grades 6-8), Head of MYP (for Grades 9 – 10) or the Principal (for Grades 11 and 12). A letter will be sent to the parents, stating the consequences (a '0' on the assessed criteria).

Student Support for Assessments
Teachers are to follow the accommodations shared by the Student Support Team. The Student Support Team must be notified at least two days in advance that an assessment needs to be given or read to a student. The assessment paper is also to be given to the Student Support Team two days in advance.

Late Submissions
MYP students who hand in **late summative assessment tasks** will be marked as usual, and then the mark will be lowered by one band for each criterion assessed, unless a student has been ill and has a medical certificate or has an excused absence such as representing the school on a trip. Students may not turn in work more than five days after the set due date. Teachers are not expected to mark late summative work turned in more than five days past the due date.

DP students will lose 10% of the overall final mark for that assessment.

2.2 Final Examination Guidelines

Exam week:
- Will be published annually on the school calendar
- Grade 12 will have mock exams (in Feb/March) - timetable to be published annually
- Grade 12 will have external exams in May
- Grade 10 will have on screen eAssessment for interdisciplinary learning in May
- Grades 6- 11 will have end of year exams in May-June

Procedures:
- All students will receive an exam timetable which outlines subjects to be tested, number of exams, length of exams;
- No more than two exams per day;
- HODs are to ensure that all procedures are followed to the letter and that test papers are handed to Head of School a week before exam date;
- Exam packs with be clearly labelled with name of exam, duration, date, instructions, equipment needed, class list, name of teacher who has set the exam and to whom the exam must be returned;
- Teachers will ensure that exams and all exam materials, such as lined paper and formula sheets, are included in each exam pack';
- Examining teachers are responsible for collecting the exam packs prior to commencement, and promptly returning, by hand, the pack(s) to the teacher indicated on the exam cover sheet;
- Exams will be stored in a secure, central place;
- Feedback on exams should be given within a week after the exam period.

Code of Conduct During Assessments

During any test, examination session or summative assessment, all students are expected to behave in the following manner:

1. Students must enter and leave the examination in a quiet and orderly manner. They are to sit in their assigned seats.

2. No talking or communicating with any student either at the beginning whilst exams are distributed; during the exam; or at the end when materials are being collected. This includes eye contact and gestures. Breaking this rule may result in the test paper being cancelled.

3. Exam stationery must be brought in clear plastic bags. Students are not allowed to borrow materials from other students during an exam.

4. The instructions of the invigilator must be obeyed. The invigilator has the right (at any time) to expel from the examination room any student whose behaviour is interfering with the proper conduct of the examination

5. No questions may be asked of the invigilating teacher.

6. All materials which may not be used during the test (notes/textbooks) are to be left OUTSIDE of the classroom.

7. All exams must be completed in blue or black pen, unless instructed otherwise.

8. Students who finish the exam early are not allowed to leave the examination.

9. Students who are over 30 minutes late to the exam will not be allowed to sit it. Students who are less than 30min late will be allowed to sit the exam but will not be given extra time.

10. Phones and smartwatches must be handed in as soon as the student enters the examination room.

11. White-out/ Correction fluid is not to be used during examinations.

12. Students are not allowed to go to the toilet during the first hour and last 15 minutes of the exam.

Students need to bring to the assessment:
● Two pencils
● Sharpener
● Eraser
● Two blue or black pens
● Calculator
● Ruler
-All above items placed in a clear, plastic bag
● Water bottle (optional)

Students are NOT allowed to bring into the room:
● Pencil case
● Mobile phone, smart watch, iPod, ear pods or any other electronics
● Own paper and white out /correction fluid
● Food (including candy and chewing gum)

2.3 Grading in MYP and DP

MYP - Using the Assessment Criteria
Teachers must read each of the strand descriptors, starting at level 0, until they reach a descriptor which the work being assessed does not attain. The work is then best described by the preceding descriptor. If it is not clear which descriptor best applies, then it is up to the professional judgment of the teacher to select the 'best-fit' descriptor and level.

The 'best-fit' approach is used when the student's level does not clearly match all of a level descriptor. In these cases, teachers must use their judgment to select the level descriptor that best matches the student's work overall. The "best-fit" approach allows teachers to select the achievement level that best describes the piece of work being assessed. It is important to remember, when doing so, that a student does not have to achieve against all of the individual descriptor strands in a band level to be awarded an overall level in that band.

The provision of two levels per band allows the teacher to be flexible in assigning the final level. If the work is a strong example of achievement in a band, the teacher should give it the higher achievement level in the band. If the work is a weaker example of achievement in that band, the teacher should give it the lower achievement level in the band.

For a reporting session, a teacher must determine a final grade for the student for each of the criteria. The teacher should read though the descriptors for each criterion and, following the 'best-fit' principle outlined above, determine the level that best describes the current achievement of the student in that criterion. This should be based on the evidence the student has produced through assessed work in the current year. However, calculating an average of assessed work, or recording partial, decimal or fractional levels is not permitted.

MYP - Best Fit for Criterion and using the ATLs
The end of semester grade is comprised of continuous assessment from **August to January** and then **August until June**. Teachers use the "best fit" approach in awarding a level from 1 to 7 by considering the grades of all the summative assessments. However, more weight should be placed on the most recent and most consistent performance against the criteria. Formative assessments can also be used to help determine the "best fit" level when it is very difficult to award a level based entirely on the criteria marks available.

Please note that formative assessments should target one or more criteria, making reference to a specific strand(s). However, a level out of 8 should NOT be awarded on such assessments. All formatives are awarded either an Excellent, Very Good, Good, Satisfactory or Needs Improvement based on the teacher's professional judgement. These formatives should be recorded in the Gradebook in order to help inform best fit if further evidence is required when making a judgement for a criteria.

Teachers should reach a judgment and NOT calculate an average for each criterion. To reach a judgment, there must be more than one task for each criterion. Please note that each strand for each criterion must be assessed at least TWICE per year. Please refer to example below:

Task Name & Description	Criterion A (8)	Criterion B (8)	Criterion C (8)	Criterion D (8)
1. Analytical essay on a topic in WWI	5		6	
2. Presentation on Trench Warfare		7		5
3. End of unit test: Causes of WWI	7	6		
4. Propaganda Poster during Communist China		6		7
5. Essay on reasons for the Bolshevik Revolution	4		7	
6. Pamphlet - spreading awareness on environment and sustainable energy.			7	6
7. End of Unit Test: Tourism	6	8		
8. Producing a model of a Medieval Castle			5	6
Final Judgment	6	6	7	6
Total out of (32)	25			
Total out of (7)	6			

To arrive at a criterion level total for each student, teachers add together the student's final achievement levels in all criteria of the subject group. The "grade boundary guidelines" table (shown below) is then used to determine the final grade based on a scale of 1–7.

Grade	Boundary Guidelines
1	1-5
2	6-9
3	10-14
4	15-18
5	19-23
6	24-27
7	28-32

In addition, ATL skills will be reported on for each reporting period in terms of Excellent (E), Very Good (VG), Good (G), Satisfactory (S) and Needs Improvement (NI). The ATL skills are as follows:

Skill	Description
Communication	● Exchanging thoughts, messages and information effectively through interaction ● Reading, writing and using language to gather and communicate information
Social	● Working effectively with others
Self-management	● Managing time and tasks effectively ● Managing state of mind ● (Re)considering the process of learning, choosing and using ATL skills
Research	● Finding, interpreting, judging and creating information ● Interacting with media to use and create ideas and information
-Thinking	● Analysing and evaluating issues and ideas ● Generating novel ideas and considering new perspectives ● Using skills and knowledge in multiple contexts

The following qualifiers may help when determining how to evaluate a student's ATL skills.

Level	Meaning	Qualifiers
E - Excellent	Significantly Exceeding Expectations	Always, committed, complete, consistent, exceptional, exemplary, high degree, masterful, meticulous, proficient, thorough
VG – Very Good	Sometimes Exceeding Expectations	Considerable, frequently, most of the time, often, usually successful, usually thorough
G - Good	Meeting Expectations	Acceptable, adequate, at level, moderately, suitable
S -Satisfactory	Approaching Expectations	Approaching at times, developing, some, sometimes
NI - Needs Improvement	Below Expectations	Limited, few, rarely, infrequently, minimal, poor

In general it is expected that students who score levels 5 to 7 will, on the whole, be achieving "excellent", "very good" and "good" in many of their ATLs. Students who are graded lower than a 5 are more likely to be "satisfactory" and "needs improvement" in some of their ATLs. However, every student is an individual with different strengths and weaknesses, so we use our professional discretion when awarding these ATL skills descriptors.

DP – Calculating the Grade

At DP level the grade is derived in a different way for every subject and will be different at each Grading Point in Grades 11 and 12.

The assessments that will be used (essays, orals, projects etc), their number and their weightings are agreed upon within departments at the beginning of Grade 11 and then shared with the students. After the first progress report there is an expectation that there will be some carryover of the previous grade when calculations are made.

At each of the Grading Points the relevant percentage is calculated, and we will use the overall Grade Boundaries as printed in the Subject Reports for the most up to date exam session that is available. These can be found on MyIB.

The only time the derivation of the grade is prescribed is at the end of Grade 12 when the weightings must be the same as the IB Final Exams and only work that was done for the mock exams and for the formal Internal Assessments that were sent to the IB, can be used.

DP - Predicted Grades

These are generated in November of Grade 12, unless students are going for early admission (US) or for Oxbridge or Medical School (UK), when they will be generated in September.

The Predicted Grade is based upon the grade attained by the student in the November grading session. However, staff are given an additional 5% professional discretion which they can use at this time. Students may be showing signs of improvement that could continue and thus earn a better grade in the final exams and the 5% can be used to acknowledge this. However, if a student is also showing a decrease in performance the 5% can be used to lower predicted grades.

2.4 Description of Grades

Once all the MYP achievement levels have been derived from the criteria, or at DP an overall percentage has been converted to a grade 1-7 from the subject specific guides, an overall grade of 1 to 7 is generated. Below are the general grade level descriptors for each grade (*MYP: From Principles Into Practice*, updated September 2014, p. 93).

Grade	Descriptors
1	**Minimal** achievement in terms of the objectives.
2	**Very limited** achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is **unable** to apply them fully in normal situations, **even with support**.
3	**Limited** achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a **limited understanding** of the required knowledge and skills and is **only able to apply** them fully in normal situations **with support**.
4	**A good general understanding** of the required knowledge and skills, and the ability to apply them effectively in **normal** situations. There is **occasional** evidence of the skills of analysis, synthesis and evaluation.
5	**A consistent and thorough understanding** of the required knowledge and skills, and the ability to apply them in a variety of situations. The student **generally** shows evidence of analysis, synthesis and evaluation where appropriate and **occasionally** demonstrates originality and insight.
6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a **wide variety** of situations. There is **consistent** evidence of analysis, synthesis and evaluation where appropriate. The student **generally** demonstrates originality and insight.
7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them **almost faultlessly** in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student **consistently** demonstrates originality and insight and **always** produces **work of high quality**.

As can be determined from the above explanations, a grade 7 is for truly exceptional academic performance. It is common for less than 10% of students worldwide to be awarded this grade.

2.5 Report Cards

Reports will be issued according to the following schedule:

Grade	Progress Report 1 (Nov)	Semester Report 1 (Feb)	Progress Report 2 (April)	Semester Report 2 (June)
6-10	Criteria out of 8 (NA - not assessed is allowed) Final level out of 7 (for G9-10) NA entered as final level out of 7 (for G6-8) ATL skills Comment for each student - strengths and areas for improvement	Criteria out of 8 (all must be assessed; best fitted from Sept.) Final level out of 7 ATL skills Subject Overview summarizing what was covered Semester 1 IDU Comment and Level SAA Comment Tutor Comment	Criteria out of 8 (all must be assessed; best fitted from Sept.) Final level out of 7 ATL skills Comment for each student - strengths and areas for improvement	Criteria out of 8 (all must be assessed; best fitted from Sept.) Final level out of 7 ATL skills Subject Overview summarizing what was covered Semester 2 1 sentence summarizing performance in End of Year exam IDU Comment and Level SAA Comment Tutor Comment CP Comment and Level (G8 only)
11	Final level out of 7 TOK (A to E) ATL skills Comment for each student - strengths and areas for improvement	Final level out of 7 TOK (A to E) ATL skills Subject Overview summarizing what was covered in Semester 1 CAS Comment Tutor Comment	Final level out of 7 TOK (A to E) ATL skills Comment for each student - strengths and areas for improvement	Final level out of 7 TOK (A to E) ATL skills Subject Overview summarizing what was covered in Semester 2 CAS Comment Tutor Comment
12	Final level out of 7 TOK (A to E) ATL skills Comment for each student - strengths and areas for improvement CAS Comment	Final level out of 7 TOK and EE (A to E) ATL skills Subject Overview summarizing what was covered in Semester 1 Comment for each student - strengths and areas for improvement Tutor Comment CAS Comment	Will not be issued	Will be issued in April TOK and EE (A to E) TOK and EE (A to E) ATL skills Final level out of 7 ATL skills Comment for each student - strengths and areas for improvement CAS Comment Tutor Comment

Reporting Guidelines for Teachers

Please write your reports in 'Word' so that you can use the spell checker (British English) and then pass on to a colleague for 'buddy reading'. Make any necessary changes and then paste into Teacher Plus.

You will have enough room in the comment box for **950 characters including spaces**. Do not exceed this limit as you will then have to edit. Check your report length in Word.

While doing your reports, you should be thinking of **specifics** on what needs to be done to improve the grades.

1. If a child is having difficulty - say so. Say what you have tried already to help him/her, and what you are going to do differently in the term to come to help the child.

2. Never say the child is having problems without giving a possible solution you are going to try and what has already been tried. This shows you are doing everything in your power to change the situation. Too many harsh negatives defeat the student and the parent is overwhelmed and nothing is accomplished

It is suggested that your comments follow the following format:
-A sentence on progress
-Achievement/what the student has done well
-Areas for improvement/recommendations
-A positive sentence to conclude

Comparatively Good student:
XXXX's strengths are in the structural organisation of her work, her beautiful writing style and her creative writing which springs from her wonderful reading habit. While both her creative writing and use of language are expected to develop naturally as XXXX matures, her analytical skills and organisation of her analytical writing need urgent attention. Analytical skills can be developed through, as a starting point, a wider range of reading material, participating in MUN, paying attention to details and questioning why things are the way they are. XXXX should put in extra practice for this area as this will benefit her in all areas of her academics. XXXX needs to work on exposing herself to new situations and thinking outside of the box. I am sure she can make good progress in these areas if she sets her mind to it.

Average student:
XXXX has made a fairly good start in this subject. Her strengths are in the structural organisation of her work, and her use of language, which is for the most part grammatically accurate. However, she does still need to work on broadening her vocabulary and using sentence structures for effect. At the same time the organisation of her work can be improved through proper planning, drafting and editing. In addition, her analytical writing would benefit from a development of her analytical skills, particularly critical thinking and looking beyond the obvious. Her creative writing will develop once she takes the need to read a variety of texts more seriously, as she will then develop a sense of how good authors both think and write. With more focus, XXXX can see significant improvement in this subject.

Comparatively Weak student:
Despite her positive attitude, XXXX has made a disappointing start in this subject. Unfortunately XXXX's success in this subject is hampered by her limited grasp of the English language and her struggle to develop her critical thinking skills to the required standard. Strong analytical skills are essential for success in this subject and can be developed through, as a starting point, extensive reading, joining MUN, and paying attention to detail. In addition her creative writing skills will develop once she develops a reading habit and works on her basic reading comprehension skills. XXXX's organisation of her writing and basic grammar, need serious attention – extra practice with both skill sets will be beneficial. It is recommended that XXXX set aside time, each day, to work on her English language skills.

Here are some important notes to ensure consistency amongst our work.

- The report cards are addressed to the parents. It is OK to have a parting comment aimed at the students, but only as a last sentence. Eg 'Well done, Tala!' or 'Keep up the good work, Mohamed'.

- Always start with a positive comment eg X has made a tremendous effort to improve work habits.

- All comments should be constructed in a way that highlights what a child can do and has knowledge of. Then focus on areas that may need further development (always in a positive and encouraging manner)

- Use standard UK English (focused/ ... our (humour not humor)/ ...ise (not ize) and write in full sentences

- The use of a pronoun may only be used maximum 2 sentences in a row.
  Eg. Mohammad…… He……. He …… Mohammad……

- DO NOT write polite and well-mannered in the same sentence (they mean the same thing)

- No comma before or after **and**

- Toward NOT towards…. Discussion NOT discussions

- **May** benefit from/achieve/improve NOT **would** benefit from/achieve/improve

- Use of practise (verb)/practice (noun)

- … X produces work **to** a high standard.

- Semester One NOT semester one (capital)

- Be careful not to use 'shows' too often. Use 'displays' instead.

- Do NOT repeat 'X can……' 'x can…. ..' Use 'is able to…..'

BE POSITIVE – No report should come as a surprise!

Writing Tutor Comments

The comment below should be written for all of your classes:

The Tutor Class meets for the first ten minutes in the beginning of each school day. During this time, attendance is recorded, and the Daily Bulletin is shared with the students. The class also meets once a week for PSHE when issues related to grade specific tasks or Personal, Social and Health education are addressed.

You need to write a comment for each student. Incorporate in that comment the overall strengths of the students and what they need to improve come second semester (e.g. Organization, time-management, punctuality, etc.). Some examples of comments could be:

- A conscientious individual, X has set goals for personal achievement and has worked diligently to attain them. He has displayed commitment and dedication in all of his subjects. He actively participates in his classes and has been supportive of other students. He has also been involved in his school community by being a member of the Model United Nations and the U18 football team. X should feel proud of his accomplishments to date and I look forward to discussing with him how these will be developed in Semester Two.

- X has set goals for personal achievement and has worked diligently to attain them. He has also been actively involved in his school community through his hard work with the U14 Boys football team. I am looking forward to hearing about how X does in Basketball next semester as I know he is really excited about this sport. For next semester, I would like to see X manage his time more wisely in order to meet deadlines. He should also practice questions and take advantage of the extra help offered.

- X has been actively involved in the school community. However, I am even more impressed with what she tells me she does at the weekends to help out her local community with the outreach work that the family company does. X is also a member of the school's newspaper club and is enjoying the music activities offered in first break. It was great to see her on stage at the Celebration assembly. For next semester, I would like to see X manage her time more wisely in order to meet deadlines and be consistent in her effort in the class room.

2.6 Tracking Academic Concerns

IAA Academic Expectations
IAA considers itself to be a school that promotes academic excellence and provides consistently challenging targets by using an internationally recognized curriculum. IAA aims to place students both in the top colleges and universities around the world as well as in the schools that are best suited for each student.

In order for a student to be able to access the IB curriculum in IAA's Secondary School and successfully apply their knowledge to the next level, a student needs to maintain an average of a four (4) as a GPA, as well as a four (4) in the subjects of Maths, Science, Arabic, and English. This does not apply for a student in grade 6.

Students of Concern
Students who are not able to maintain the grade standards above will find each year more and more difficult, and will tend to fall behind their peers in attaining the skills and knowledge of that year and subject.

At IAA, we want to maintain strong communication with the parents of our students regarding students' academic and personal growth. As such, we recognize that it is necessary to be in close contact with parents at any point in time where a student is achieving below a 4 in any of the MYP courses.

If a student is not improving and is still unable to achieve a grade of 4, the teacher will call and speak to the parents at the end of the Progress Report month (November), before winter break (December) and before the end of term (January). This procedure is to be repeated, if necessary, in Semester 2.

When speaking to the parent and student, the teacher will offer concrete ways in which to improve academic and behavioural achievement (i.e. complete all homework assigned, stay after school for help, edit and revise work, focus on a particular area, be an active learner, etc.)

Teachers will report true standing on all reports, including Progress Reports and End of Term Reports. During Parent-Teacher conferences, staff will be transparent, giving parents accurate feedback, even if difficult. Concerns must be expressed openly and honestly at all times.

Students of concern will do their best to work toward the achievement of a 4 or higher by attending after school help, and/or break time help, keeping up with homework, keeping up with due dates, asking the teachers specific questions for clarification, maintaining a study schedule and being organized for the school day, etc. Parents will help their children achieve this by checking in on their child (i.e. through Moodle, the assessment calendar, by asking to see work, by organizing for the next day with their child, etc.)

Tracking Chart for Students in Grades 7 - 10

PR1 – Students who receive below a 4.0 GPA, a three (3.0) or below in Arabic, English, Maths or Science or who receive a three (3.0) or below in five or more classes are to be monitored. The parents are contacted by the appropriate administrator to suggest ways in which the family and school can support the student. If a student achieves a 2 or below in Arabic, English, Maths or Science, then their registration is placed on hold until the first semester report card is released.

S1 – Students who raise their individual class grades to 4.0 or above and their overall GPA to 4.0 and above will have their registration opened and the parents will be informed by letter and phone call. Students who do not raise their class grades or their overall GPA will a) be required to complete testing as per IAA policy b) if already tested, be placed on an educational plan and/or c) be counselled about educational systems that may be better suited for the student's learning.

PR2 – Tracking continues for students of concern as well as checking that there has not been a drop recorded in other students' grades. If there is a (new) drop in a student's academic progress, this will be closely monitored and the parents and student will be met with.

S2 – Students who end the year with a 2 or less in any of the core subjects (Arabic, English, Maths or Science) have not met the necessary requirements of the IAA Promotion Policy. Depending on the circumstances the Policy dictates that a student has to start the next grade on an academic contract or repeat the current grade. For further information see the attached Promotion Policy.

3.1 Moodle

What you write on your Moodle page each week should be in sufficient detail for students who are absent to be able to get on with the work being done in class, at home. As such, the content and activities to be covered in class need to written clearly and in detail and should include reference to the worksheets, activities and URLs that will be used.

Moodle should have, at minimum, a weekly objective, homework assignments, resources and reminders. Teachers are encouraged to use Moodle as extensively as possible to communicate with students. Teachers and students will be trained on how to use the Turnitin function on Moodle.

Expectations for Weekly Entries on Moodle:
- Moodle must be updated by teachers at 8:00 a.m. on Sunday for the upcoming week. HODs are expected to check by the end of the day on Sunday.

- Make clear reference to work that will be covered in class during the week. It should be clear what is to be covered and what the learning objectives for the week are. It should also be reader friendly and written appropriate for the grade level.

- Homework expectations should be clearly stated - including the day the homework should be submitted. Links to Moodle assignments, worksheets or other materials should be clearly referenced.

- Resources must be uploaded with clear titles– these include all resources to be used in class or needed for homework (worksheets, PowerPoints, URLs, etc.).

- All assessment task sheets must be uploaded five working days prior to the assessment. To ensure that students can see the task sheet within the required time-frame, task sheets must be posted on page of the week *prior* to the assessment and **not** on the week *of* the assessment. No changes are allowed after the task sheet has been posted. Where students have not received the proper notifications, the assessment will be postponed.

Students must:
- be able to access upcoming deadlines
- be able to see an overview of the topics to be covered that week
- be able to access class materials, homework instructions and extension materials from Moodle
- as much as possible, be able to submit assignments through Moodle using the Turnitin function to check for plagiarism
- be able to access the summative assessment task sheets via Moodle five days prior to the assessment.

Sample Moodle Page:

6 November – 12 November – Toggle

This week in class we will focus on:

Sunday: Connections between the "Book Week" book and The Giver + Read Ch. 21

Monday:

* Groups work on annotating various passages from The Giver with respect to specific literary devices

* Groups present their annotations to the rest of the class who take notes - end product = all students have annotations on various passages from The Giver which focus on Lowry's writing style (this will be completed on the literary booklet)

* Read Ch. 22 and add entries to the Utopia / Dystopia table

Tuesday: Examining the purposes of dystopian fiction and making connections between fictional stories and historical events

Wednesday: Quizlet & continue with Tuesday's work

Homework:

1) Complete reading up to the end of the book

2) Make sure you are ready for the vocabulary quiz - link to the Quizlet list was posted a few weeks ago

3) 5 more levels of typing club

4) Complete your 2 hours of reading (20 minutes per night). You can include any chapters you read from The Giver

The Giver Week 5

3.2 Weekly Planning

HODs will check the weekly lesson plans and Moodle by the end of the day on Sunday and notify the Deputy Head of Middle Years for teachers of Grades 6-8, the Head of Middle Years for Grades 9-10 and the Diploma Coordinator for Grades 11-12 if either has not been updated.

Summary of weekly plans should be uploaded to Atlas under "Instructional Strategies & Activities" by 8:00 a.m. Sunday of the week teaching is to take place.   At a minimum, lesson plans should contain a measurable objective for each lesson and a list of learning activities planned.

Sample – Grade 8 English (2018-2019)

Instructional Strategies & Activities

How will we use formative assessment to give students feedback during the unit?
What different teaching methodologies will we employ?
How are we differentiating teaching and learning for all? How have we made provision for those learning in a language other than their mother tongue? How have we considered those with special educational needs?

Text(s) taught in this unit:
The Giver by Lois Lowry
Examination Day by Henry Slesar
Billennium by J.G. Ballard
The Pedestrian by Ray Bradbury
Harrison Bergeron by Kurt Vonnegut Jr.
Minority Report by Philip K. Dick

Week 1
1. Introduction to the course, class expectations, and Google Classroom
2. Introduction to the unit's key and related concepts, global context via the statement of inquiry; and ATL skills
3. Reading Chapters 1 & 2; comprehension and activities related to the chapters' content and unit's purpose
4. begin to consider the utopian and dystopian features of the novel
5. Homework involves reading and comprehending Chapter 3

Week 2
1. Reading and answering questions on Chapter 4-6
2. Dystopian fiction Activity which looks at extracts from 5 other dystopian novels to explore the elements of dystopian fiction
3. Exploring Jonas' identity, compared to a. his community; b. his audience
4. Documenting the rules that guide Jonas' community
5. Introduction to Read Theory.org
6. Homework involves reading and comprehending Chapters 7-11

Week 3
(only 3 lessons this week)
1. Preparing for and carrying out a "Literature Circle" on chapters 7-11.
2. Read Ch. 12 and answer questions
3. Read Theory.org - 1 more quiz
4. Homework involves reading and comprehending chapters 13-16 and preparing for the formative quiz on chapters 1-16

3.3 Atlas (Curriculum Documentation)

In order to ensure that instruction is part of an overall plan and is not done on an ad-hoc basis, all teachers are expected to participate in curriculum development by mapping their units on Atlas and sitting on curriculum planning committees. They are also expected to upload weekly plans under the "Instructional Strategies" box in Atlas.

Units should be updated on Atlas within one week after they are scheduled to begin. The specific expectations as they change from year to year will be communicated to teachers during briefings and through e-mails, but each unit should be updated annually.

As per IB requirements, **<u>reflection must be done for each unit (during, before and after),</u>** and it is strongly encouraged that student feedback is gained from each unit. Moodle is a perfect instrument for this process.

Alignment between written unit maps and lesson plans and the taught curriculum will be checked as a part of the teacher evaluation process.

Parents have access to **"Stage 1: Establishing the purpose of the unit"** of the unit planner from Atlas.

MYP Checklist for Atlas

Unit length	Clock hours for this unit = number of weeks per unit x number of weekly lessons. (Guide available on Atlas)
Global Contexts	1 relevant *GC* and exploration per unit selected and addressed in unit activities, objectives and lessons
Concepts	*Concepts* are evident in inquiry Qs and underpin assessment tasks
	Concepts are explored through *learning engagements (instructional strategies)*
Statement of Inquiry (SoI)	*SoI* includes all concepts (key and related), global context and/or exploration meaningfully
	SoI is concisely written in student-friendly language
Inquiry Questions (IQ)	*Factual questions* elicit subject-specific knowledge and understanding
	Unit concepts are stated in the *Conceptual Questions* and help to prepare students for summative
	IQ scaffold learning and allow students to develop sophisticated critical and creative thinking
Summative Assessments Tasks (SA's)	*Summative assessment task(s)* connects and allows demonstration of the *SoI* and *IQ's*
	Summative assessment task(s) uses GRASPS where applicable
	Summative assessment task(s) contains task-specific clarifications and *ATL skills* are used
Approaches to Learning (AtL)	*ATL's* integrate meaningfully with learning engagements and assessment tasks explicitly and implicitly
	ATL's support and develop MYP subject-group objective by connecting ATL strand and summative criterion strand
Content	*Content* includes disciplinary knowledge and skills to be taught and learned that are solidly connected with the chosen key and related concepts
	Content and Skills sections contain distinct information, which answers what, "students will know" and "students will be able to" do, respectively
Instructional Strategies (Learning Engagements)	*Learning experiences & teaching strategies* build on prior learning and are appropriate for the unit's content and aligned with its purpose (conceptual and contextual
	Learning experiences & teaching strategies use inquiry-based strategies for teaching and learning. This includes sufficient detail to understand what students will do, and in what order.
	Learning experiences & teaching strategies allow for implicit and explicit teaching of ATL skills
Formative Assessment	*Formative assessment* provides opportunities for practice and explicit feedback for learning and aligns with knowledge, understanding and skills required for success in summative assessment
	Formative assessment provides opportunities for peer assessment and self assessment when needed
Differentiation	*Differentiation* provides opportunities in which each student can develop, pursue and achieve appropriate learning goals
	Differentiation takes into account students' language profiles and learning support requirements, using student diversity as a resource for all students' learning
	Differentiation considers the learning environment, content, process and product (where appropriate)

Resources	*Resources* integrate technology effectively and provide student-centered learning opportunities
	Resources consider students' needs and provide opportunities for hands-on learning
	Resources promote further inquiry into the subject and is explicitly referred to in the *learning engagements (instructional strategies)*
Reflections	*Reflections* before, during and after teaching demonstrate meaningful evaluation of the written, taught and assessed curriculum (based on suggested questions in reflection box)
	Reflections provide an opportunity for interdisciplinary and service learning connections
	Reflections include information about standardization of assessment and data analysis

DP Checklist for Atlas

Unit Length (Hours) is specified and calculated to reflect total 240 hours (HL) &/or 150 hours (SL)
TOK Integration section makes explicit and detailed links between the DP Course and TOK; referring, to TOK links found within the Subject Guide, as well as relevant Areas of Knowledge (AOK) and Ways of Knowing (WOK)
Essential Questions (EQ) and *Enduring Understandings* (EU) have a direct correlation with each other
Objectives and standards chosen align with the latest iteration of the Subject Guide
Formative and Summative *Assessment* explicitly mentions which of the final assessment tasks in the course they are designed to build towards; including, if necessary, reference to specific assessment objectives
Content and *Skills* sections contain distinct information, which answers what, "[s]tudents will know" and "[s]tudents will be able to" do, respectively
Instructional Strategies and Activities contains Learning Engagements i.e. Activities that show what students do
CAS Connections and *Learning Environment* sections are explicitly addressed
Approaches to Learning section specifically mentions ATL skills and strands, describing techniques to be used
Learner Profile section specifically names IB Learner Profile attributes and describes how they will be developed
Resources section contains all supporting electronic documentation used, such as PowerPoints and handouts
Differentiation section describes activities that students will do, as well as where student choice is provided
IAA School Pillars section specifically names a Pillar and describes how associated attributes will be developed
Prior to teaching the unit in Reflection section considers (a) IB Subject Report of previous session; (b) Our analysis
During teaching in Reflection section specifically answers the relevant prompt questions in the information box
Unit Reflections in Reflection section specifically answers the relevant prompt questions in the information box

3.4 The Role of the HOD in Educational Planning

As the leader of each academic discipline, HODs will work with teachers to ensure that homework (on Moodle) and lesson planning (on Moodle and Atlas) are appropriate and to develop an understanding of consistently good practice within the Department. The overall quality of the unit maps and lesson plans will be monitored and assessed by HOD's in conjunction with Programme Coordinators, Secondary Senior Management and the Curriculum Coordinator.

Teachers must inform HODs when a unit has come to an end. HODs need to check that all components for each unit have been entered and are of an excellent standard. Once the unit is checked, the HOD needs to communicate that to the DP or MYP Coordinator, depending on the grade. This should be done throughout the year.

HODs must also play an active role in ensuring that the taught curriculum mirrors the written curriculum and that staff within their departments are delivering teaching and learning to the required standard. Maintaining an overview on the quality of assessment is very important as this ensures that assessment of learning relates directly to the Statement of Inquiry in the MYP. HODs must also monitor the quality of standardization and feedback and ensure that reflections on assessment that arise through this process are then fed back into the planning process.

4.1 Change of Class

Students in Grade 9 may change their option classes within the first four weeks of the academic year and with the permission of their teachers and parents. The appropriate form must be completed and can be obtained from the Head of Middle Year School.

Students in Grades 7, 8 and 10 may not change their options.

Students in Grade 11 may change their subjects until a published date (usually five weeks into Grade 11). This can only happen with the consent of the parents and teachers, and a special form exists for this. However, there are always going to be exceptional circumstances during the year where students may find themselves in a situation where they wish to change a subject and these will be dealt with on a case-by-case basis. Students wishing to change from HL to SL and vice versa can be accommodated for much longer (all through Grade 11). Again, permission from all those concerned needs to be taken.

4.2 Student Attendance

Students are expected to attend at least 90% of their scheduled classes in Grades 11-12, and 85% in grades 6-10, (inclusive of weekends). Given that the adopted school year is comprised of a minimum of 180 school days, this means that no student at IAA may be absent more than the above stated percentage in a full academic year. Should this happen then the school would discuss this with parents/guardians as the learning of the student is being seriously compromised.

See Homework and Assessment with regards to makeup work.

Authorized Absences - including, but not limited to: sickness accompanied by a registered Doctor's note and/or long term absence due to emergency family circumstances (as determined by Secondary Heads of School)

Unauthorized Absences - including, but not limited to: travel during school term; non-calendar holidays during school term; medical appointments during the school day; medical and/or sickness not accompanied by a note from a registered doctor note and absences taken without school permission.

If an authorized absence is less than five days, students are expected to catch up with the work upon return to school.

If the absence is long term (over one week), parents must inform the school in writing, 48 hours in advance. They should indicate the length and nature of the absence. The appropriate administrator will determine if the absence is authorized or unauthorized using the above criteria.

Since teachers are expected to post all the work on Moodle at the start of every week, students and parents will be informed to check there for missed work. It is important that Moodle is always updated and all resources, worksheets and instructions are posted. Teachers must communicate information clearly and in detail.

For authorised and unauthorized absences, students are responsible to find out about any work missed, including assessments/tasks, tests and assignments. All work missed must be made up. If students have an unauthorized absence and miss a summative assessment, they will receive a zero on that task (Refer to section 1.6).

4.3 Truancy, Missed Classes and Leaving School Grounds

Teachers take attendance each class period on Teacher Plus. Students are to be marked as Present, Tardy, or Absent (excused or not excused). A student is tardy if they arrive after the second bell and are significantly later than the rest of the class. There may be times when the whole class is late and when this is the case, professional discretion is used. Should a student arrive late with the excuse that they were with another member of staff but do not have a note, mark the student as tardy. This can be changed later should a note or official email be forthcoming.

Lateness to Period 1: there are occasions when a student may be late to Period 1 as they have arrived at school late. If this is the case, the student may only be allowed to enter class with a note from the receptionist. If the student has no note then they must be sent to the receptionist to get one, so that they may be properly registered on the system and records are accurate for Health and Safety. Mark the student as tardy on Teacher Plus.

Should a student be marked as Present during Registration, but is absent from class, the teacher is to inform the receptionist, Grade Leader and to the appropriate Principal/Head so that the student's whereabouts can be immediately ascertained. Skipping class is a serious infraction at IAA.

A student who is absent from school without permission from his/her parent or legal guardian shall be considered as truant. Parents / legal guardians of students suspected of being truant, i.e. without school and/or parent knowledge, will be contacted by IAA. No assessments due or given that day will be made up for students who are truant. They will receive a 0 in addition to other consequences. This will be documented, and IAA will take appropriate action. Truancy is regarded as a major infraction which may eventually lead to the student's expulsion from school.

Students may not miss class to attend their siblings' activities in Primary.

No student may leave the school campus on grounds of illness unless they have a signed noted from the nurse. In such circumstances, the parents / guardians must come to school, in person, to pick up their child.

5.1 Pastoral Counselling

Role of the School Counsellor

The professional school counselor is a trained counselor with special qualifications and skills to assist in addressing the social and psychological issues that can block students' academic progress. Through individual and group counseling and prevention programs, school counselors help young people overcome the difficulties in their lives, resulting in a better chance at succeeding in school.

The Professional School Counsellor:
- Is not involved in the disciplinarian process, as the focus is on academic, social and emotional support.
- Has a primary intent to assist students whose behavior and/or emotional problems are interfering with their ability to function in the classroom.
- Consults and collaborates with the student, school staff and parents to promote the student's personal/social and academic achievement and development.
- Acts as an advocate for all students to help ensure that their academic, social and emotional needs are being met.
- Incorporates appropriate involvement of other agencies/makes referrals as necessary.
- Promotes equity and access to opportunities and educational experiences.
- Addresses the needs of all students through prevention and intervention programs that are part of a school counselling curriculum.
- Helps to create a welcoming, inclusive school climate.
- Supports a safe learning environment through communication with the IAA Safeguarding Officer.
- Works to ensure all students' dignity and culture (including: race, ethnicity, gender, abilities, home language, religion, socio-economic status) are respected and valued.
- Conversations between counsellor and student remain confidential, with the following exceptions: she/he is at-risk of harm themself or to others; she/he is being harmed by another; if she/he gives their consent to share information.
- Abides by ASCA & ACA professional school counselling & professional counselling ethics (ASCA, 2020).

The Wellness Center
The Wellness Center is the counselling office and mindfulness space that provides students with academic and social-emotional support.

- **Wellness Room**—give your students 10 minutes to calm down or de-stress during class; you have a pass and we give a note.
- **Peer Helpers**—trained students who help their peers with issues and concerns.
- **Tahkim**—Restorative circle focusing on the cause and effects of behavior and identifying alternative, healthier behaviors as an alternative to detention.
- **Restorative Justice**—Focuses on group mediation as an alternative to punitive behavior management.
- **Confidential Space -** The Wellness Center is a confidential space for students unless the issue meets the criterion as mentioned above.

5.2 Recording of Positive and Negative Behaviour

Behaviour for Learning

At IAA we encourage positive behaviour amongst our students as it is so important in supporting the teaching and learning that takes place. At the same time, we set out clear expectations for our standards of behaviour (the Behaviour Code, page 79) for which there are clear sanctions if a student's behaviour is not in line with our expectations.

It is essential that all instances of a student being rewarded or sanctioned for their behaviour are recorded. This allows for patterns to be identified and for evidence to be collected that gives the justification for any further actions.

All incidents concerning poor behaviour are recorded on Teacher Plus, and there are codes for all eventualities.

5.3 Positive Behaviour Management

There are many ways that students can be rewarded for positive behaviours. A few are:

- A direct and instantaneous verbal reward
- A phone call and/or email home
- The awarding of a House Point
- Asking for a Letter of Commendation
- In Departments, recognition through the Student of the Month award for each grade
- Celebratory assemblies

5.4 House System

The House system allows students to contribute to the success of their House through a range of academic, sporting and other enrichment activities. It is an opportunity to integrate the Learner Profile into the daily life of school.

Houses

There are 4 houses: Pella Falcons, Rum Wolves, Zara Wildcats and Aqaba Dolphins.

Grade 6 to 8 - House Points

What can House Points be given for and how many can we give?

House Points should be given regularly to positively reinforce good standards amongst students.
- A maximum of two can be given at any one time
- They can be given for anything positive in or out of the classroom (outstanding work, work that shows greater commitment, being helpful, setting a good example); they are linked to the Learner Profile
- Individual students can be set behaviour/learning objectives for which House Points may be awarded on completion.

Can House Points be deducted?

We never take house points off for negative reasons. This system is totally positive.

How do we celebrate House Point Success?

Individual House Points are recorded and students are awarded certificates dependent on the number that have been awarded:

Certificate	House Points
Bronze	50
Silver	100
Gold	150
Platinum	200

Other House Competitions

These are organised throughout the year and include: Sports Days, other sporting competitions and any other extracurricular activities that can be given a competition feel. All house competitions (sporting and other) will be mentioned in assemblies.

Grade 9 to 12

House Points are not given to these Grades as they cease to be a positive motivator to the students. In Grade 9 and 10 special postcards have been made to be given to students who need acknowledgement for their actions and efforts (these do not have to be limited to the classroom). On the whole, positive reinforcement for these grades comes in the form of letters of commendation. Grade Leaders are also encouraged to celebrate student success through the weekly pod meetings and also through other means whereby students are acknowledged (by peers or tutor teams) for their contributions to life at IAA.2

5.5 Letters of Commendation

Letters of Commendation are reserved for events that require merit above and beyond House Points. Should you want to award a student at this level, please inform the Head of School, Head of Middle Years or the Deputy Head of Middle Years. Letters or emails through Moodle can be sent directly by the teacher concerned. For events that are particularly noteworthy, a letter home will be prepared and sent by one of the Heads/Deputies/Coordinators, while a copy of the letter and the original referral will go in the student's file. Academic achievement, involvement in a school event, actions that show maturity and/or responsibility and community services are some examples for which such a letter could be prepared. Any student who gains a letter in Grades 6 to 8 will also be awarded two House Points for the appropriate Learner Profile attribute.

5.6 Negative Behaviour Management

The Behaviour Code lays down the fundamental expectations for student behaviour. If a student is unable to meet these expectations then there is a clear Ladder of Consequences that teachers must follow. Teachers will receive full support in doing so.

Teacher Plus is your means of recording student behaviour that does not meet your expectations. This only takes place after students have failed to change their behaviours through your own classroom management. **There is a clear expectation that before recording a student on the system, fair warning will have been given and strategies used to encourage the student to not repeat unwanted behaviour.** If you place a student on TP you must email/call the parents to explain why this was necessary. Please cc the grade leader.

TP must be used in a way that never shows favouritism or inconsistency. If it is, then the system itself will be unable to support all teachers in our community. Please remember: students cannot be Teacher Plus'd, and the system itself should never be used as a threat as it is not a tool for classroom management.

5.7 Mobile Phones and other Electronics

'Mobile phones/i-Pods/AirPods/beats headphones other determined electronics: G6-9 must store these items in their lockers. They are not allowed to bring them to class. G10-12 are only allowed to use them as part of instruction for that unit, with your permission. If any child is found with these items they will be confiscated and given to the appropriate Principal/Head of School/Deputy Head of School. Such items will be returned on the next school day, at the end of the day.

Should anything be confiscated, please give it as soon as possible to the Deputy Head of Middle Years (6 – 8), the Head of Middle Years (9 – 10) or the Principal (11 – 12). They will then deal with the students and parents and ensure that the article is safely stored.

5.8 Acceptable Use of ICT Policy

IAA Acceptable Use Agreement

Leadership: I will be a leader in how I use technology and conduct myself online.
Duty: It is my duty to use technology safely.
Acceptance: I will accept others and be respectful online.

Students G5-G12	Parents	School
- I will take care of the computer and other devices. - I will bring my computer to school with the battery charged. - I will keep my files backed up. - I understand that if I do not log into my account on a school computer and save my work to that account that my work will be lost. - I understand that this agreement applies to all devices I might use. - I will only use technology in the classroom appropriately and when directed to do so by my teacher. - I will only share my password with my parents and teachers, and I will not use anyone else's password. - I will change my IAA password when prompted to do so and get help if needed; I am responsible for academic and personal consequences if I do not. - I will not give out personal information, including my birthday, last name, address, school, picture or phone number, to anyone online. - I know that everything I put on the Internet stays there forever; I will be careful about my "Digital Footprint". - I will only represent myself online. - I will always get permission before I upload or download photos, videos or games. - I will be kind and respectful when commenting on someone else's online work and participating in online forums. - I will not be mean, rude, or hurtful to anyone online. To do so is to be a Cyberbully. - I will tell an adult if anything happens online that makes me or anyone else feel upset or unsafe. - I will uphold academic integrity and respect copyright law regarding the intellectual property of others (including videos, music, pictures, and documents) by following proper citation style and getting permission to use it if necessary. - I will not attempt to access others' files. - I will manage online distractions. - I will not use my computer in a way that will disturb others. - I know that if I break the rules, there will be consequences. - I will make good choices about when and how often I get in touch with my friends online.	- I will talk with my child about my expectations for tech use at home. - When concerned about my child's technology use I will talk with my child about what concerns me and why. - I will work in partnership with the school to support my child. - I understand that if my child does not abide by the rules there will be a consequence.	- We will guide you in how to work responsibly, safely, respectfully and honestly with technology. - We will be available to answer questions you have about technology. - We will provide you with great resources to enhance your learning.

Inappropriate Use of Laptops In Class

Students who misuse their laptops are displaying a clear disregard for the learning environment at IAA. Should students be found playing games, watching videos, using social media applications, working on other subjects without permission or using it inappropriately in any other way during class, then the following sanctions will apply:

- 1st time: Phone call home and warning letter sent to parents by the appropriate administrator.

- 2nd time: Phone call home and warning letter sent to parents by the appropriate administrator. Student will also serve two after school detentions.

- 3rd time: Student will serve a one day external suspension, be placed on contract and his/her place at the IAA put on hold.

- 4th time: Student is not asked back to school for the following academic year.

Please note that teachers must enter incidences involving the inappropriate use of laptop on Teacher Plus. The sanction to enter the incidence under is "inappropriate use of ICT". The comment entered regarding this incident must be clear and detailed.

FAQs about ICT and BYOD

Can students keep their phones with them during class?
At the start of every lesson, students should turn off their phones and place them in the designated phone box. Students can collect their phones at the end of the lesson.

Can students use their phones during break?
No

Can students listen to music in class?
If you feel that students would benefit from some background music when they are doing a task, then you may play it through the classroom speakers. <u>Under no circumstances may students listen to their own personal music on headphones.</u>

Can students use their mobile phones in class?
They should not use them and must not be in sight during class. If they need to take photos, they should use their laptops. For example, perhaps to photograph work or to access passwords. Students must not use their phones for research. If they have forgotten their laptops, then the phone is not to be used as a substitute. If a student is using a phone in class without permission or not for an explicit reason you have given permission for, then the phone must be confiscated and given to the appropriate administrator for that grade and the infraction recorded on Teacher Plus.

What do I do if a student is misusing a laptop during class?
This is less likely to occur if students are monitored, and the teacher is active during the classroom. Common examples of misusing laptops include playing games or watching videos. If the laptop is really needed in the lesson, then the student can keep using the laptop. If not, confiscate the laptop but return to the student at the end of the lesson. Also, make sure to enter the student's name into Teacher's Plus, and Admin will follow up with the parents.

Can students play games during breaks on their laptops?
Students are not allowed to play any games during break. Students should use that time to socialize with each other. Activities are also available for them to participate in such as football, basketball and chess, to name but a few.

5.9 Bullying Policy

All staff have a duty of care to ensure that the learning environment is safe and secure for all (students, staff and workers) and to intervene immediately (where appropriate) and then report any instance of bullying or harassment to their immediate line manager. It is expected that all members of IAA community should:
- accept individual differences
- be tolerant of an individual's strengths and weaknesses and
- deal with conflict in a calm and respectful manner.

Bullying or harassment is often subtle and staff need to be aware of the signs. All reports of bullying will be thoroughly investigated and appropriate actions will be taken. Staff are expected to inform the Grade Leader of any instance or suspicion of bullying or harassment (students and staff).

Students should:
- talk to their parents, teachers or another responsible adult about appropriate assertive behaviours
- report the bullying to the Tutor/Grade Teacher, Grade Leader, or Counsellor

The following sanctions are to be employed in the case of **all** bullying or harassment incidents whether directed against the same victim or not. Depending on the age of the perpetrator and/or the seriousness of the action, all or some the following sanctions/steps may be applied (not necessarily in the order outlined):

Step One Warning and Counselling
Both victim and perpetrator will be spoken with separately. The victim will be given strategies to employ and counselling offered.

The perpetrator will:
- be warned about their behaviour
- have the consequences explained
- be asked to examine their behaviour and make immediate changes
- be referred to the School Counsellor
- be asked to attend a mediation conference

IAA will:
- notify parents of all parties concerned
- record the incidents in writing and place in the student's file

The Head of School will:
- assess the situation and decide whether further disciplinary action (depending on the seriousness of the situation) is warranted and whether or not to recommend to the Director immediate withdrawal of the perpetrator/s
- inform staff to continue to monitor the situation

This stage is intended to allow for the conflict to be resolved. If the initial instance of bullying is of a serious nature, the Head of School may decide to proceed immediately to Step Two or Step Three. Parents and Senior Administration must be informed at all stages.
Steps Two and above may be found in IAA Policies and Procedures.

5.10 Damage to School Property

Students will be charged for all and any school property that they have lost and/or damaged (either deliberately or through negligence). Vandalism could be considered a reason for immediate dismissal.

Vandalism includes but is not limited to:
- Writing on desks/graffiti on walls
- Damaging school textbooks
- Breaking or damaging school equipment
- Damage to physical/software of ICT resources.

5.11 Behaviour Code

5.12 Ladder of Consequences

Ladder of Consequence

Step 1
Students should:
- Participate respectfully in class
- Bring the proper resources
- Follow classroom expectations
- Clean up after themselves and not litter
- Use Language appropriately and work as instructed in classes

.... and exhibit other positive behaviours as determined by the school

Sanction 1- If I do not behave in the way that an IAA student should, then:
- Staff will email home and the student's behaviour will be registered on AP Web

Step 2
If I continue to ignore the expectations of an IAA student **then:**

Sanction 2
- Staff will email home and the student's behaviour will be registered on AP Web
- Break detention will be served by student

Step 3
If I am unable to change my behaviour to what is expected of an IAA student **then:**

Sanction 3
- Staff will email home and the student's behaviour will be registered on AP Web
- Tutor will call home
- Student placed on a 2 week behaviour report

Step 4
If I am unable to change my behaviour to what is expected of an IAA student **then:**

Sanction 4
- The student's behaviour will be registered on AP Web
- Grade Leader will call home
- Student placed on a 2 week behaviour report
- After school detention
- Letter home

Step 5
If I am still unable to alter my behaviour to what is expected **then:**

Sanction 5
- The student's behaviour will be registered on AP Web
- Head of Student Affairs calls parents for a meeting
- Student placed on a 1 month behaviour report
- After school detention
- Letter home

Step 6
If I am still unable to follow the IAA basic expectations for behaviour **then** my parents will be called in and I will be placed on Contract.

Behaviours which are dangerous, verbally and /or physically unacceptable, bullying, or cause damage will be addressed on an individual basis by the Heads of School.

الأكاديمية الدولية - عمان
THE INTERNATIONAL ACADEMY - AMMAN
Learners of Today - Leaders of Tomorrow

6.1 Moodle

Moodle is a tool of communication, to both parents and students, with regards to homework, review materials, extension materials, due dates and assessment dates. All teachers must list these on Moodle. Depending on the course, teachers either choose to use a week by week view (recommended) or use a topic view when they upload their work. There are some basic expectations for the use of Moodle and these are listed in section 3.1.

6.2 Emailing Parents

Teachers are only to enter in direct email contact with parents over academic concerns (i.e. homework, missed assessments, etc.) and minor behavioural infractions as directed by Teacher Plus. Parent emails are available for each grade on Moodle.

6.3 Calling Parents

Teachers should be aware that all phone calls and emails from IAA are recorded. Teachers are expected to return parent phone calls within 48 hours. Teachers should contact parents by phone concerning behavioural matters, when instructed by Teacher Plus. Please ensure these emails are cc'd to the Grade Leader and the appropriate coordinator (6-8, 9-10 or 11-12). All communication to parents should be through school sanctioned means: school phones, moodle messaging, school emails. No communication should take place through personal accounts and social media.

6.4 Reporting and Conferences

IAA will report student progress to the students and to their parents or guardians as appropriate. It is essential that student progress be fully communicated to parents. The following specific requirements are established:
- parents will be informed regularly as to the progress their child is making
- parents will be alerted and conferred with as soon as possible when a student's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration.
- IAA staff members will take particular care to explain to parents the meaning of marks and symbols as they apply to student achievement.

Parent-teacher conferences will be scheduled throughout the year to allow teachers and parents to discuss student performance, needs, and methods of cooperation, as well as to promote the academic and social-emotional growth and development of the student.

Dos and Don'ts of Parent Teacher Conferences

At this stage of the year, we have a good understanding of each of our student's strengths and areas for improvement.

Do…
- Start the meeting on a positive note.
- End the meeting positively, with specific targets that students should work on.
- Explain the ATL skills that the student demonstrates well, and the ATL skills that are interfering with their progress.
- Suggest resources that could support the student in their learning.
- Remind parents that you are available for extra help, and that we have after school tutoring clubs (we offer Maths and Arabic afterschool lessons).
- Be solution oriented. It is not sufficient to state that XXX is distracted a lot. You need to discuss the strategies that you implement in class to improve the focus of XXX in class.
- Follow up on agreements made.
- Stick to the time.

Don't …
- Say that "your child needs to work harder". Statement is too general and not helpful.
- Say that "your child needs to apply himself/herself more". What does that mean?
- Say that "you didn't have to meet with me as your child is doing great". Parents are happy to hear that their child are doing well, but they are also aware that there is room for improvement.
- Say that "your child cannot achieve more than a level …" Such a statement is demotivating.
- Say that "your child needs to do more level 5/6/7/8 questions". Provide students with specific resources that allow them to access such questions.
- Go off topic, rather focus on the student's progress in your class.

Parents and students should leave the meeting with a clear understanding of what their child does well and of the targets that their child should work on to improve.

Report countdowns will be published in the Secondary Daily Bulletin. Teachers must complete their reports by the deadline.

7.1 Library Hours

The IAA Library is available every school day from 8am until 4pm. If students want to use the library or meet with the Teacher Librarian after 4pm, then an appointment must be arranged in advance.

7.2 Library Resources

Destiny Catalog
The Secondary Library Catalog (Destiny Discover) is located online. To search for books or ebooks, you can access Destiny at any time from school or home.
IAA School Website → Library tab → IAA Senior Library

Books are available to check out for 2 weeks during school hours. Ebooks can be checked out at any time for one week using your school-provided email and library password. Report any problems with access to ebooks to the librarian during school hours.

Databases
The Secondary Library subscribes to several databases all of which are accessible 24/7.
IAA School Website → Library tab → IAA Senior Library →Top Ribbon

If a username or password is required, please email library@iaa.edu.jo.

Database subscriptions are JSTOR, Oxford Premium Reference, Today's Science and Britannica School. We also have many links to online Arabic resources. The library provides training throughout the year for your research needs.

Academic Integrity
The Librarian also provides students with resources to encourage the practice of academic integrity, including reference services and citation help.

Moodle Course Page
The Library Course Page is located on Moodle. This page contains tutorials on databases as well as Academic Integrity and MLA Citation help.

8.1 Communication

A lot of important information is sent electronically in order to cut down on waste. Therefore it is essential that teachers:
- Take note of pertinent information in the Daily Bulletin
- Open their staff email by 7.35 every morning to check the cover
- Check daily for other information posted in the staffroom or in staff pigeon holes.

8.2 Dress

All members of staff are expected to set an example to students regarding cleanliness, hygiene and appearance. Neat and tidy hair and in addition for men either clean shaven and/or well-groomed beards and moustaches. Ties must be worn at all times.

Overuse of jewelry is not befitting a teaching professional- so jewelry should be kept to a minimum. Body piercing, except for ears for female members of staff, is not allowed to be visible. Male members of staff are not permitted to wear earrings in any form.

No member of staff is permitted to wear denim, short shorts and/or tank tops.

8.3 Duties and Assignments

All teaching staff members are expected to be involved with academic programmes beyond the normal classroom setting, both during the school day and after school. These activities or events are such that they benefit the school and have positive effects on the students. These are generally one time events or of short duration.

All teaching staff members are expected to carry out supervisory duties during non-contact times. Duties are shared out equally amongst staff, although the number of duties may be increased or reduced for certain staff with unusual teaching times or loads.

Duties can include the following:

Duty Location	Duty Teachers' Responsibilities
GENERAL NOTES	• Duty teachers should be in their assigned position as soon as break starts, until the second bell goes to signal the start of the next lesson. • Teachers who are on DUTY must not use their phones during the break-time (except for school based emergencies) or be chatting with colleagues. • Students may NEVER use their phones during breaks and laptops may only be used for work. If you suspect students are playing games please stop them and, if necessary report to Admin. • G6 students are only allowed to be in the Cafeteria, Library, back play area or mosque (2nd break) – if you see them elsewhere please move them on.
Upstairs Corridors (North and South) & Bridge	• When break time begins give students up to 5 minutes to use their lockers. During this time monitor student behaviour. • Food should not be eaten inside the building. Politely ask students to stop eating until they are outside. • After 5 minutes ask students to leave the building by the nearest exit. • Make sure that students do not enter any of the corridors, unless they are going to see a teacher. Anyone else should be asked to leave the building. • **Regularly (every 5 mins. or so) walk up and down** the corridors and over the bridge to keep an eye that students do not re-enter. • Keep a close eye on the blind spots and toilet areas. • In the last 5-10 minutes of break, students may re-enter the building to go to their lockers and make their way to classrooms. • Monitor student behaviour until the bell goes for the break to end.
Downstairs Design/Arts Corridor	• Students are not allowed in these corridors during breaks, unless they have permission from the Arts of Design teachers (see below) – students should be asked to leave if they enter. • Food should not be eaten inside the building. Politely ask students to stop eating until they are outside. • **Regularly (every 5 mins. or so) walk up and down** corridor to keep an eye on behaviour. • Keep an eye on the blind spots and toilet areas. • Students may not be in any of the main Music, Art or Design rooms without the presence of a teacher. • Students may not be in any of the small practice rooms, unless they have the express permission of the Music teachers/Hd of Arts. Even so, keep an eye on the students in these rooms. • In last 5 minutes of break, ask students to make their way to their next lesson.
Outside Between Buildings (From Bridge to end of Science Corridor)	• There are lots of "blind-spots" so movement up and down the area is essential. • The gate into the Moon Garden should be locked – please inform Admin. If it is not. Students are NEVER permitted to enter the Moon Garden, unless there is a teacher with them. • Students tend to congregate around the benches but their behaviour should be monitored. If students move benches they must put them back in proper places. • Students should not be allowed to re-enter any of the entrances in this area until 5 minutes before the end of break. • Remind students to place their litter in the rubbish bins. • Monitor student behaviour and ask overly boisterous students to move on. • Pay specific attention to the "blind-spots" at the far end to ensure no inappropriate behaviour is going on. • **Regularly (every 5 mins. or so) walk up and down** the area to keep an eye on behaviour.

Between Buildings (From Bridge to Community Square)	• Students should not be allowed to re-enter any of the entrances in this area until 5 minutes before the end of break. • Students do tend to congregate around the benches but their behaviour should be monitored. If students move benches they must put them back in their proper places. • Remind students to place their litter in the rubbish bins. • Monitor student behaviour and ask overly boisterous students to move on. • Walk up and down the area rather than stopping in one spot in order to activate your role. • **Regularly (every 5 mins. or so) walk up and down** the area to keep an eye on behaviour.
Football Pitch - Small Football Pitch - large	• There is a Rota for G6-8 students to use the football pitches during breaks. Please make sure that only students of that grade are present on each of the pitches. • To get a school football students need to sign one out from Samah at the start of break; Samah will sign them off when the ball is returned. • Students who don't have a ball, or who have no intention of playing, should be asked to leave the pitches – the pitches are for playing football ONLY. • Monitor student behaviour while they are playing. No rough play is permitted. • If there are too many students encourage them to split up the field fairly. • If students are becoming heated ask them to sit on the benches until they cool off. Teachers should use their professional judgment as to when intervention is necessary, but be proactive to prevent matters escalating. • Remind students to place their litter in the rubbish bins before leaving the pitch. • With regards to the larger, back pitch, make sure that students do not go near the pumping and electricity stations. • Regularly make sure that no students are hiding in the blind spot BEHIND the smaller, front pitch. • <u>Students should be asked to leave 10 minutes BEFORE first bell rings – with no discussion. Remember bell is difficult to hear in this area so keep an eye on time.</u> • Please report to the Head of 6-8 any students who cannot conduct themselves in a sporting fashion, so that we can appraise whether they should be permitted to continue using the field.
Back Play Area (Spida, gardens, benches and walk-way to the building's entrance)	• Only G6 is permitted to play on the "Spida" or the area directly around it. • Monitor student behaviour while they are playing. No rough play is permitted. If there is rough play we will split up the girls from the boys and create a Rota. • If students are becoming heated ask them to come off the Spida etc. until they cool off. Teachers should use their professional judgment as to when intervention is necessary, but try and be proactive to prevent matters escalating. • Students who are playing on the other play areas (Chess; croquet etc.) must take the equipment with them at the end of break and return to Samah. • Students must not walk on the mud or on the planted areas – they should keep to the paths/ grass at all times. • Remind students to place their litter in the rubbish bins before leaving • <u>Students should be asked to leave 10 minutes BEFORE the first bell rings – with no discussion. Remember the bell is difficult to hear in this area so keep an eye on the time.</u>
Outside Cafeteria	• Students may not enter the cafeteria <u>until</u> the bell for break has sounded. • Students may not enter the cafeteria <u>once</u> the first bell for the end of break has sounded. • Students do tend to congregate around the benches but their behaviour should be monitored - ask overly boisterous students to move on. • Remind students to place their litter in the rubbish bins.

	• Remember to keep an eye on the pathway that runs from the cafeteria, behind the main academic building to the entrance near the car park, as this is a "blind-spot". • **Walk around the area rather than stopping in one spot in order to activate your role.**
Cafeteria	• Students may not enter the cafeteria before break begins or after the first bell that signals the end of break. • There MUST be TWO lines in the Cafeteria. One for G6-8 and one for G9-12. The duty teacher must ensure that these two lines are formed unless there is only one pay station open. • Students must be asked to queue up in an orderly fashion. No student may be permitted to jump the queue. Students that do, even if their friends "allow" them, should be asked to move to the end of the queue –no discussion. • The queue for recharging the cafeteria cards should also be kept orderly and students MUST NOT be allowed to push in. Students that do, even if their friends "allow" them, should be asked to move to the end of the queue –no discussion. • While the queues are busy at the beginning of break the duty teacher should remain at the queues. After the queues die down, the duty teacher should move around the cafeteria. • Students should either eat sitting down at the tables or move out of the cafeteria. Students should not be permitted to walk around eating. • Students are not permitted to sit on the tables. • Students are not permitted to play around in the cafeteria. Boisterous students should be asked to step outside. • Remind students to place their litter in the rubbish bins before leaving the cafeteria. • Students should begin moving out of the cafeteria 5 minutes before the first bell. Remember that the bell cannot be heard in the cafeteria so keep a close eye on the time. • Students should not start visiting the bathrooms in the 5 minutes when they should be leaving the cafeteria.
Basketball area / path to the library	• Students from, Grade 9 to 12 are allowed to play basketball in the area in front of the PE Complex – behaviour needs to be closely monitored – no rough play is permitted. • If there are too many students encourage them to take turns and monitor to make sure this happens fairly. • If students are becoming heated ask them to sit out until they cool off. Teachers should use their professional judgment as to when intervention is necessary, but be proactive to prevent matters escalating. • Students should not trample on the gardens close to this area. • Students should not move further behind the cafeteria – to the maintenance offices/buses – as this area is off limits. • Move between this area and the path towards the library/gym. • Only G9 and up students are allowed at the gym area during breaks. **Grade 6-8 students are NOT permitted to go to the gym at all during breaks.** • Students may not sit on the benches in this area – it should be used only as a means of getting to the library or gym (Primary school will be having lessons during our break times/ Admin. offices are also close by.) • Students are NOT permitted to run or climb on the hills in this area. • **Walk around the area rather than stopping in one spot in order to activate your role.** • Students should be asked to begin moving inside 5 minutes before the end of break.

Community Square – theatre side	• Students are now allowed to play basketball in the area behind the cafeteria – behaviour needs to be closely monitored – no rough play is permitted. • If there are too many students encourage them to take turns and monitor to make sure this happens fairly. • Keep an eye on any students who choose to sit and congregate in this area (by the theatre steps; close to the library etc.)– behaviour should be polite and appropriate at all times - ask overly boisterous students to move on. • Remind students to place their litter in the rubbish bins. • **Walk around the area rather than stopping in one spot in order to activate your role.** • Students should be asked to begin moving inside 5 minutes before the end of break. • Students wishing to visit the Mosque (2nd break only) or Finance offices may not do so in the last 10 minutes of break – turn them back if they should try.
Community Square – Arts area	• Students tend to sit under the trees near the fence – keep an eye on behaviour. If they move benches around during break, please remind them to return them to their proper places before the break ends. • Outside the Arts corridor there are a number of places where there are benches for students to sit – make sure this area is monitored as part of the round. G7 and G8 students sometimes try and compete for seats in this location and things have heated up quickly in the past. • The gate into the Gardens should be locked – please inform Admin. If it is not. Students are NEVER permitted to enter the Moon Garden, unless there is a teacher with them. • Remind students to place their litter in the rubbish bins. • **Walk around the area rather than stopping in one spot in order to activate your role.** • Students should be asked to begin moving inside 5 minutes before the end of break. • Students wishing to visit the Mosque (2nd break only) or Finance offices may not do so in the last 10 minutes of break – turn them back if they should try.
Mosque	• Students are only permitted to use the mosque in 2nd break and only under the supervision of Mr. Kayed – who will lead the prayers on a daily basis. • Students may not visit the mosque by themselves.

Activities

All teaching staff members are expected to run one school activity for one semester or for one Service As Action duration, but as with the duties, time expectations may vary due to unusual teaching times.

Tutor Expectations

All teaching staff are expected to be Homeroom tutors (see section 9.6 below)

Cover

All teaching staff are expected to cover for absent colleagues.

When needed, all teaching staff are expected to take on other assignments commensurate with their professional duties as teachers.

8.4 Expectations of Teachers

An IAA teacher exhibits the following dispositions:
- Listens with empathy and understanding
- Thinks flexibly
- Remains open to continuous learning
- Thinks and communicates with clarity and precision
- Maintains collaborative and cooperative professional relationships
- Uses collaboration to plan effectively with colleagues
- Writes progress reports in the middle of each semester, two times a year, and write full reports two times a year, at the end of each semester
- Runs a tutor group
- Has at least one duty (more if the teaching load is light)
- Attends grade level meetings, in-house PD sessions, Student/Parent/Teacher conferences
- Works on departmental curriculum as necessary (reviewing/updating)
- Volunteers for one activity (usually once a week for 10 weeks) during the school year
- Works toward building a positive school climate in visible ways
- Returns parents' phone calls within 48 hours
- Supports school-wide expectations for student behaviour. Identifies students' problems and proactively helps to find a solution
- Proactively helps students to be successful by working with learning support and counseling departments
- Uses behaviour management principles, processes and practices to foster a safe, positive and student-learning focused environment.
- Communicates clearly with students and provides students with clear expectations
- Honours school-wide agreements and expectations in sustaining well-defined common goals

- Teachers may also be asked to fulfill a leadership position which is not remunerated. An example would be:
    - Committee work
    - Chaperones

- Teachers may also be asked to:
    - Supervise Extended Essays, Personal Projects or Community Projects
    - Write letters of recommendation (which must be done through the school)

Student Recommendations
- Recommendation forms must be given, by parents or students, to the personnel of the Secondary School office, not to individual teachers
- Teachers should complete the recommendation forms/letters within five (5) working days
- All recommendation forms must be returned to the Secondary School office, **not** to students or parents.

8.5 Grade Leader Responsibilities

The Grade Level Leader reports directly to the Deputy Head of MS, Head of MS, DP Coordinator or Principal. They work in close collaboration with the Senior Leadership Team to ensure that the students in their Grade level receive the support they need to be able to achieve at the best of their ability. In partnership with the parents, they ensure that these students understand and display good behaviour and discipline.

The Grade Level Teacher is responsible for the following:

Curriculum
- Lead the tutor team in implementing the PSHE programme;
- Encourage activities and extracurricular programmes that will benefit the Grade;
- Play an active role in organising and recommending guest speakers to supplement the PSHE curriculum.

Pastoral
- Ensure that the positive behaviour management systems are implemented and that student achievement is fully and regularly celebrated amongst the Grade;
- Monitor student behaviour and implement intervention strategies as required, including liaising with the counsellor and SEN teachers;
- Implement and follow through on intervention programmes for students in the areas of discipline
- Relay any serious discipline matters to the appropriate administrator for action;
- In conjunction with the Tutors, provide necessary confidential pastoral reports on students when requested;
- Call for meetings with parents to discuss student behavior and academic performance;
- Conduct first break and after school detentions as required.

Administrative
- Lead and nurture a team to effectively carry out the role of Tutors
- Represent the views of Tutors in discussions with other senior staff
- Communicate to Tutors decisions taken by administration
- Involve Tutors in the decision-making process by establishing clear lines of communication either through informal or formal means. This will include meetings of the Tutor team that will take place at least fortnightly.
- Advise the Senior Leadership Team on promotion, probation and removal of students (if appropriate)
- Proofread comments written by Tutors for report cards

Additional
- Play a leadership role in organising and running Grade Assemblies
- Recommend suitable excursions, extracurricular activities or activities that encourage student involvement in school life
- Promote the display and celebration of student work within the display areas.

8.6 Tutor Responsibilities

Tutors communicate with their students daily. They are the first point of contact as they make sure that their students are punctual and present, have met the dress code expectations and are ready to start their day of learning.

Tutors are to read/share the student bulletin each morning.

In addition, tutors meet with students once a week for PSHE class, which is a structured time to teach personal, social, health, and ATL lessons that are relevant to adolescent development and encourage well-rounded students. Tutors serve as a consistent source of support to their students, meeting with them every day and encouraging them to achieve their personal best.

With the above in mind, tutors are responsible for the following:
- Take morning registration
- Check for correct uniform. Refer to section 10.3 for procedures if students should wear an incorrect uniform.
- Disseminate pertinent information as instructed (located in the bulletin)
- Both tutors must be at line up and have their tutees organized before the anthem plays.
- Students who are late to (or who miss) registration must be spoken to and parents contacted. Should the situation not improve then Grade Leaders must be informed.
- Work with the Grade Leader to celebrate House Point successes, where Tutors encourage and congratulate students on their achievements. Celebration of the Learner Profile through House Points should be displayed.
- Work with the Grade Leader on the premise that 'prevention is better than the cure'. Early intervention to discuss behaviours can be very effective in stopping students from repeating them. When a third infraction is recorded, Tutors and Grade Leaders must discuss with their students the reasons for this pattern and offer constructive advice to help them change their behaviours.
- Direct students to Moodle
- Encourage use of locker and periodic locker clean out
- Deliver and guide students through the PSHE program as developed by the DP Coordinator, MYP Coordinator, Deputy Head of MYP and Head of MYP.
- Support students through seasonal PSHE activities and projects
- Tutors of Grade 8 are also responsible for supervising and marking the Community Projects
- Use and model the attributes of the IB Learner Profile
- Write individualized comments about the academic, social and emotional development of the students in each semester report
- Closely monitor and supervise students' behaviour and participation during assemblies
- Report to and liaise with the Grade Leader
- Any other responsibilities as assigned.

8.7 Gifts and Solicitations

No member of staff at IAA may accept gifts, gratuities, emoluments and/or benefits other than of nominal value in connection with the performance of their duties.

Gifts, gratuities, emoluments and/or benefits received above 30 JD should be returned to the giver. In cases where this is not possible, all gifts, gratuities, emoluments and benefits should be declared to the Director who will decide on an appropriate course of action.

8.8 Professional Development

The focus of PD is:
- To make best use of the wealth of experience amongst ourselves through holding "Teachers Teaching Teachers" sessions
- To invite PD providers to maximize exposure for all the staff in relevant departments
- To make greater use of the online PD that is provided by the IB
- To move away from concentrating on PD that revolves around curriculum content and to look to expand PD in areas that build upon our pedagogical skills.

Should teachers identify excellent PD opportunities that are held off site, then the procedure is that they come and discuss this with the DP and MYP Coordinators.

8.9 Teacher Cover

Absent Teacher
- ***Must use the IAA Teacher Cover Form (*Cover Form*) and the Form needs to be emailed to the HOD.***
- Work must be set that is doable and which will ensure full activity for the entire lesson being covered.
- The HOD is responsible for ensuring materials and lesson plan(s) are made available for cover teacher.
- A class list needs to be given to the cover teacher to record tardies and absences.

Should a teacher know in advance of an absence (i.e. chaperoning trip, professional development, etc.), the teacher ***must give the cover at least 24 hours in advance***. This gives sufficient time for cover teacher to prepare.

Covering Teacher
- All work set must be carried out. Students do not dictate what is to be done and the covering teacher cannot decide if the students work on the set work or not.
- A full breakdown of the work covered, time spent, issues, problems, etc. must be given in writing to the teacher who was covered (as is required on the IAA Teacher Cover Form)

8.10 Tutoring

Staff members may not tutor IAA students, either paid or unpaid, unless prior permission is given by the Director. Applications must be in writing.

9.1 Fire Procedures

- On hearing the fire alarm, the lesson must be immediately stopped and that students evacuate the classroom using the emergency route outlined on the map in the classroom.

- If the alarm sounds at all (even if it stops after a few seconds) evacuation must commence.

- The teacher should be the last to leave the room, ensuring all students have left and that the door is closed.

- All equipment in the Design workshops and Science laboratories should be switched off by the teacher before the room is evacuated.

- Students should not take anything with them. Bags and other property should be left in the classroom. Students who are found to be carrying bags should be asked to leave them to one side.

- Students should evacuate in an orderly manner, walking briskly and quietly. It is the teacher's responsibility to monitor this and report students who fail to comply.

- Students should line up in tutor groups in the Community Square and sit on the ground.

- Tutors will be given their current tutor lists with an indication of which students should be present.

- This list must be checked off.

- If all students are present, then a green card is raised. If a student is missing then a red card must be raised.

- The evacuation time should not exceed 5 minutes from hearing the alarm to confirming all students and staff are present.

9.2 Earthquake Procedures

1. During the earthquake

   a. Keep these points in mind in the event of an earthquake:

      (1) When an earthquake happens, keep calm. Don't run or panic. If you take the proper precautions, the chances for injury are minimized.

      (2) REMAIN WHERE YOU ARE. If you are outdoors, stay outdoors; if you are indoors, stay indoors. In earthquakes, most injuries occur as people are entering or leaving the buildings (from falling walls, electrical wires, etc.).

   b. The teacher or staff present will order and signal all students to "drop and cover."

   c. Drop and Cover: Everyone will get under their desk, cover their head, and grab hold of the leg of the desk. If a desk, table or bench (best choices) is not available, sit or stand against an inside wall or in an inside doorway. Stay away from the windows, outside walls, and outside doors.

   d. If outside, stay away from the building, electric wires, poles or anything else that might shake loose and fall. Look for open space, such as the parking areas, and stay low.

2. After the Earthquake:

   a. The initial shaking should end after a few minutes. Faculty or staff present will lead students in evacuating the building.

   b. The school will line up in Community Square.

   c. Aftershocks may occur after the initial quake. Aftershocks may be as damaging as the initial quake.

   d. Stay away from fallen electric wires.

   e. Facilities personnel will check for leaking gas pipes and other damage to facilities.

   f. The Deputy Director will confer with the Director about evacuation of the Academy.

3. Re-entry of Building

   a. A representative of Facilities will perform an inspection on structural soundness, electrical wiring, water distribution, oil, gas, and other fuel systems, and boiler and heating systems.

   b. The Director will authorize the re-entry of buildings.

9.3 Emergency Evacuation

1. In the event of a Code Red being called due to unidentified intruders or threats being identified close to the school then all staff and students should follow the Code Red protocol.

2. The Code Red will be called by the Head of Security through the school intercom and may also be called in person by members of the security team walking through the building.

3. Code Red protocol.

   a. All staff and students will immediately make their way to the South Building, first floor and assemble in their allocated areas between the security doors in the lock down area.

   b. If staff and students are not in the Secondary building then they are to make their way to the nearest available lock down area (commonly this will be in the Theatre, the Library or the Sports Centre).

   c. Members of staff assigned to close the doors will do so when appropriate

   d. Role call will be taken and the Principal (or next in the SLT) will use the MYP Coordinators office to phone through to the Head of Security the update on student and staff present/absent.

   e. The end of the Code Red can only be called by the Head of Security and only the Principal can inform those on the staff manning the security doors that it is now safe to open them.

   f. Depending on the situation, the school day will then continue as normal or students will be collected by their parents. SLT may not leave the campus until very child has been picked up.

10.1 Food

The school cafeteria will supply nutritious and well-balanced snacks during breaks. No food delivery whether from parents or food outlets are permitted during official school hours. Students are not allowed to bring the following items to school:
- Fizzy drinks (e.g. Pepsi, Coke, Sprite, Red Bull)
- Drinks stored in glass bottles.

Should a teacher want students to bring food as part of a lesson or activity, permission needs to come from the Head of School so that security may be informed.

10.2 Questioning and Searches

Any senior administrative staff member within IAA may, for good reason or cause, search the person or personal property of a student if he/she felt that the student is withholding materials that are either banned, stolen, or dangerous. If a personal search is deemed necessary, the searching administrator must be of the same gender as the searched student, accompanied by another staff member of the same gender, and the search is conducted in privacy. This also includes accessing any electronic devices the students may have.

10.3 Uniform Guidelines

Secondary School
- Beige school-issue trousers and Polo shirts/formal shirts with collar and brown sweater (shorts are not allowed).
- P.E. shirts are not allowed when dressed in the regular uniform.
- Shirts must be buttoned all the way until beneath the top button.
- Undershirts must be white in colour.
- Undershirts must be tucked in the trousers.
- The school uniform jacket or black / dark brown / navy blue jacket may be worn.

DP Uniform
- Beige school-issue trousers
- Navy uniform polo shirt
- Navy uniform hooded sweatshirt

P.E. Uniform
- School PE kit must be worn for PHE.
- This includes the IAA PE T-shirt or House T-shirt and the IAA Tracksuit.
- Once PHE class finishes, students may continue to wear their PE Kit for the rest of the school day.

Hair
- Boys: Short neat haircut.
- Girls: Long hair should be tied back neatly for G6-9.

Footwear
- Black shoes, no brightly coloured shoes, no open toed shoes, sandals or high heels.
- If boots are worn in winter, they may be black or brown.

Jewelry
- Religious necklace pendants to be tucked inside the shirt.
- Small stud earrings for girls.
- Nose piercings are not allowed and will be asked to be removed.
- Other than the items stated above, no jewelry may be worn.

School Bag
- This should be a backpack of sensible size which is large enough to carry daily equipment and able to fit into lockers.
- No wheelie bags are to be used unless a medical note is provided.

Make-up
- Make-up, lip gloss, coloured nail varnish and tattoos are prohibited.

What will happen if students do not wear the correct uniform?
Students are expected to abide by the rules of IAA. Failure to do so will result in sanctions. The first sanction is to call home to have the proper uniform brought to school, and the loss of breaks until proper uniform is worn.

Expectations for Civvies Day

Non-uniform days will continue to reflect the value of modesty and to reflect a positive learning environment.
- Strapless or spaghetti-strapped tank tops and low-cut shirts may not be worn
- No undergarments should be seen
- Writing and graphics on all clothing should reflect positive images
- Dresses and skirts must be below the knee.

Please note that if students do not meet our expectations for Civvies Day, then parents will be contacted to bring in the appropriate clothing.

11.1 Trips and Events

Trips that take place throughout the year will be of educational value and will be linked to the curriculum, culture or community service and/or provide enhancement to students' education and class work.

Teachers must adhere to the IAA Trips Policy. All trips must conform to Ministry of Education rules and regulations. Trip proposal form can be accessed from the Document Centre at Initial Trip Proposal Form .

The organizing teacher is responsible for liaising with the Events Coordinator to ensure all logistical aspects are covered and to obtain permission from the Ministry of Education in due time.

Organizing an Event on Campus

To organize an event on campus (such as a speaker or a workshop), follow the procedure below:

1. Inform your HOD and the Principal
2. If the event involves a guest speaker, prepare the Guest Speaker Form that can be found on the shared area and send it to the Principal
3. Book the requirements and space through Events: Let Events know what you may need (i.e. I.T., tables, chairs) and the location (your classroom, MPR, Theatre, Library classrooms, Board Room)
4. Publicize through Events – send to Events any information for the parents' bulletin, for letters to parents, SMS information, etc.

Timeline – Five (5) working days are needed to be able to complete the booking and publicity.

Refreshments will not be provided by the school

11.2 Guest Speakers and Visitors

Guest Speakers and Visitors to the school are encouraged as it is an important part of the learning process for students.

If you know of a speaker/visitor who would add value to the learning experience of our students then:

- Discuss your idea with the HOD
- They will then discuss and clear with the Principal by sending in the Guest Speaker Form (can be found on the Document Centre at Guest Speaker Form)
- Once that is done, PR and Security will be notified, bookings can be made and the event prepared for.
- Teacher organizing for the guest speaker to come should send an email to SecondaryAppointments@iaa.edu.jo to inform Security of the name of the speaker and date and time of arrival.

11.3 PTA

The PTA Executive Committee is comprised of fourteen members, working together towards a single vision. *This vision is the enhancement of the spirit of community, communication, and cooperation within the IAA in an effort to foster an environment wherein students can develop to their potential.* Specifically, the PTA aims to:

- Develop a more robust sense of engagement among IAA parents
- Implement Peer Support programs
- Support a stronger Parent-Teacher partnership
- Harness the power of sports to foster school spirit
- Pool our collective professional expertise to create opportunities for learning
- Establish annual social functions and traditions exclusive to the IAA
- Employ social media more effectively towards an online community.

Learn more about the PTA at http://www.iaa.edu.jo/page/parent-teacher-association or contact the PTA Executive Committee at pta@iaa.edu.jo.

12.1 PROTOCOLS FOR COVID-19

Level 4: School is open, transmission mitigation protocols are at the highest level.

Fire and Earthquake Drills
- Are undertaken as normal.

Food and Beverages
- The cafeteria is not open for the purchase of any food or beverage.
- Staff must bring their own food. The sharing of food is not permitted.
- The staff kitchen will be open for the preparation of beverages, staff are required to exhibit high levels of hygiene when using the facilities.

Staff Interactions
- Staff meetings, dept meetings, grade level meetings etc can take place physically if the number present is 20 or less.
- In such cases, masks must be worn and appropriate social distancing (1.5 metres) must be maintained in the meeting room.

Afterschool activities, trips and other on campus activities.
- There are no afterschool activities held face to face. If activities can be switched to an online format, this is to be encouraged.
- There is no morning line-up
- There are no school trips allowed.
- Civvies days will take place, but there will be no bake sales.
- Assemblies can only happen virtually.
- There can be no 'pod' meetings in registration, apart from Grade 11 and 12.
- PSHE classes may not be combined.
- Sports tournaments against other schools and intra-mural sports are not permitted beyond the existing bubbles.

Movement around campus
- One-way signage has been created for all corridors and stairs. It is important that this is modelled for students and that staff are proactive in reminding students who do not follow the protocol.
- Socially distanced markers are placed near bathrooms for students who are waiting to use the facilities. All staff are to ensure students are reminded to use these markers when waiting.

Visitors to Campus
- There are no visitors allowed to campus. This includes parents, volunteers and guest speakers.
- Parent communications must happen by school phone or zoom. Zoom meetings must be recorded and stored.
- Guest speakers are encouraged, however, their contribution to teaching and learning will be virtual.

12.2 PROCEDURES FOR DIRECT OR INDIRECT CONTACT

- If you are exhibiting any Covid-19 symptoms, then do not come to school.

- If you have been in **direct contact** with someone who tested positive you will be asked to work from home for two weeks and provide a negative test for yourself before your return.

  According to the WHO,
  "A contact is a person in any of the following situations from 2 days before and up to 14 days after the onset of symptoms in the confirmed or probable case of COVID-19.
  Face to face contact with probable or confirmed case of COVID-19 within 1 meter and for more than 15 minutes;
  Direct physical contact with probable or confirmed case of COVID-19"

- If you have been in **indirect contact** with someone who has tested positive for COVID-19 (for example, a work colleague of your partner) we ask that you work from home for one week and produce a negative test result for the person who has been in contact with the person who tested positive before you return.

- If any student or staff member has a confirmed case of COVID-19, then the whole school will be shut down for two weeks according to the latest government directives. This will be reported to staff and parents keeping the case anonymous. However, the grade level will be announced in case someone prefers to take extra precautionary measures.

12.3 THE SCHOOL DAY

Upon arrival at school
- Mask wearing is compulsory until you enter your own classroom or office and are alone.
- Signing in can only take place using your card.
- Temperatures will be taken upon entry. If the scanner indicates a temperature of 37.5C or over, then go immediately to the school nurse for a follow up check.
- If your child's temperature is above the threshold, then that child must be taken home. Please check your child's temperature before leaving to school. You must inform your Principal and appropriate plans for cover will be made until that child can return to school.

Mask policy for staff
- In school, staff must wear a mask until they reach their office/classroom and are alone.
- Staff who move between teaching spaces must wear a mask whilst doing so.
- When conducting a class, masks must be worn.
- Appropriate social distancing from students and colleagues is always required when it can be observed.
- In all office spaces when not alone, masks must be worn.
- For staff on break duty, the wearing of a mask is optional if appropriate physical distancing is observed.

Mask policy for students
- Students arriving at school must wear masks
- During class and when students are transitioning between classes, they must wear a mask
- Students going to bathroom or to see the nurse, counselors, reception or other members of staff must wear a mask
- When a class is moving to their designated area for break, they must wear masks.
- Mask Breaks: Once a class is at its designated break area, they do not have to wear masks as they will need to eat and the risk of transmission is significantly reduced in an outside space. However, students are encouraged to observe physical distancing.

Student arrival and Registration
- Students will have their temperatures checked on arrival to school.
- Tutors and Grade Leaders must be in their designated rooms by 7.45 at the latest.
- Registration takes place from 7.50 to 8.05. Students must remain in the tutor room. Unless they are using their locker or using the bathroom.

Classroom protocols
- Students do not enter your classroom until you are physically present and ready for the class to enter. Classes must line up in an orderly manner outside of the door.
- Each classroom has disinfectant spray and wipes. These are to be used, as required, for the keyboard, interactive pen, overhead remote, desktop.
- Staff should take their own stationary resources with them (board markers, board wipes and so forth) in order to minimize the sharing of resources.
- If you are a teacher of Design, PE, Science, the Arts then it is important that practical work is undertaken only when necessary and that any materials used by students are stored and cleaned as per the protocols devised by the department before re-issue to students.
- Students are not allowed to borrow equipment from each other and teachers are not allowed to lend equipment to students.

Break protocols
- Break duties. Grades that are bubbled are allowed to use the facilities and play together in their groups. They may not interact with students from other grades.
- Break duties. Students who wish to use the bathroom facilities may do so, no more than three at a time (please manage this very carefully), they must be reminded to go to the bathrooms closest to their assigned teaching space.
- Break duties. Remind students that they must not share food and beverages.

Bathroom protocols for students and other regular cleaning.
- The number of Blue Angels have been increased in the building and their locations are based at the bathrooms. They will be monitoring student use (max 3 in a bathroom at any one time), and that they wait appropriately (using the socially distanced markers).
- A reminder that only one student is allowed out of the classroom at a given time to use the bathroom.
- In addition to cleaning frequently touched areas of bathrooms, our cleaning staff will be regularly cleaning other frequently touched areas in the public spaces around school.
- Our cleaning staff will be following a regime as laid out by their supervisor. They will be busy. Small cleaning work in classrooms becomes the responsibility of students and teachers.

12.4 STUDENTS UNABLE TO ATTEND SCHOOL

As the IAA opens its doors for the new academic year, we understand that some of our students are unable to physically be on school campus as they wait for approval to travel or are in quarantine. The following protocol has been established to support those students who are unable to attend the "face to face" classes in school.

New students have been provided with login details for the school's online platforms – webmail, Moodle and Google Drive / Classroom. Returning students continue to use the same login details.

Students can access course content and resources on Moodle and Google Classroom.

Students will meet with staff via Zoom. Booking sheets at a specified link must be used to make the appointment. Teachers are to email students directly informing them of the date, time and zoom login details at least 24hr in advance.

The subject teacher will meet with the new students at least once per week. Teachers can meet with more than one student at a time, as long as they are from the same grade. During that time, they will present the weekly overview, introduce new content and provide students with work to complete for the week. Students are expected to be online during school hours (8am – 3.15pm) working through the assigned tasks.

The Pastoral Counsellors and Grade Leaders will contact the students once per week, via zoom, to check in on their progress, see how they are coping and provide them support accordingly.

Each new student will be assigned student "buddies" who share with them the same tutor group. The buddies will assist new students with their transition into school – support them with the school's online platforms, share with them class notes / announcements and answer any school / grade -related questions. Once our new students are allowed onto campus, their buddies will also take them on a tour of the school, direct them on where to go during break and between lessons, and introduce them to their classmates.

Grade Leaders are required to follow up with the buddies on a daily basis

If the new student has…
subject-specific questions, they should contact their subject teacher directly via school email. Subject teachers are expected to reply within 24 hours.

questions regarding all other aspects of school, they should contact their Grade Leader via school email. Grade Leader is expected to reply within 24 hours.

13.1 MOODLE AND GOOGLE CLASSROOM

Moodle: remains the basic interface between school and students/parents. The minimum requirements are: Learning objectives for the week, homework assignments, summative assessment task sheets. Also to be used for turn-it-in to check for academic integrity. Must be uploaded by 8am every Sunday.

Google Classroom: remains the key content platform for classes. Teaching resources are placed here. When multiple teachers teach one Grade and individual google classrooms are used, then the google classrooms must contain the same resources. No class should have access to more or less than another. The stream function is used to communicate with the class, reducing the need for duplication of communication to many students in a class.

Augmenting Moodle and Google Classroom
1. Use the function of embedding audio files into PPT slides to give further guidance on the material presented on the slide.
2. Enhancing feedback on work submitted to Google Docs by dropping audio notes into the documents using Kaizena.
3. Use the Google Chrome App 'screencastify' in order to make the resources we post more accessible to students by having voiceover and pointer movements on PowerPoints for example. Load these files to Google Classroom.
4. Drop voice memos or short videos to the classes. This will break up the monotony of typing and reading and allow for elaboration on any instructions or material we wish. Use the video function of Screencastify and embed links into Moodle and/or Google Classroom to make these available to students.
5. Use Zoom in order to have a more interactive experience with classes to discuss topics. This will be especially useful for checking for understanding and allowing students to engage in discussions and debate that develops higher order thinking skills. Record it and make the link available through Google Classroom.
6. Incorporate into Zoom sessions the use of Breakout rooms in order to have students work collaboratively. Also incorporate into Zoom sessions the PearDeck app in order to have students contributing to the development of ideas in an interactive and collaborative manner.

13.2 LESS IS MORE

We need to be curators of information that is passed on to students, rather than just be dumping information on our platforms. Sessions will be most effective if they run like a normal teaching lesson, with limited teacher explanation, student task time and wrap up.

Extended school closure may mean that some content is not delivered and some activities are not used in order to concentrate on key learning outcomes that focus on the Statement of Inquiry.

Keeping a healthy balance.
Do not be drawn into the habit of always being available for students. During these prolonged school closure times keeping an appropriate work/life schedule is important. It is important to minimise electronic communication with students out of school hours. It is also important to continue to collaborate with colleagues and share what we create (screencasts, notes, adapted assignments etc.)

13.3 REGISTRATION

Between 7.50 and 8.00 each morning students should 'check in' with tutors on Zoom for all Grades. Any messages that have been shared by Grade Leaders with tutors can be verbally passed on and posted onto Moodle.

Tutors are to continue taking attendance on Teachers Plus. The nurse will then follow up with parents to find out the reason behind the student's absence. Secondary Receptionist will email student absent list to all staff by 9.00 am.

13.4 STUDENT ONLINE ETIQUETTE

Students are expected to:
1. Have their cameras on at all times
2. Be in school uniform
3. Be in a setting that is appropriate for school work (ie not on their bed)

Students who do not follow these protocols, after reminders from teachers, should be reported to Deputy Head of MS (G6-8), Head of MS (G9-10) and DP Coordinator (G11-12).

13.5 COVER

If you are unable to participate in the daily routine due to ill health then you must contact the Secondary Principal by 7.00 am by phone call (NO email, text, What's App). This will then be relayed to HR, HOD, Tutor and Grade Leader. Tutor can then inform the affected students in the 8.00 o'clock check in via Zoom.

13.6 TEACHING AND LEARNING

Interdisciplinary Units (IDU)
For MYP ID Units, it is important to have a shared google classroom for the two subjects running that unit. Just as we have the shared unit on Atlas. At appropriate times effective links can be made by having teachers from both subjects presenting lessons together. This will reinforce the connectivity of the work and allow for better Q and A and understanding amongst students of the synergy gained from the ID study.

Planning
We may have to reconsider our unit goals - we should ask the question: what's the baseline that students need to know, understand, and be able to do for us to be confident that they have met our learning objectives? Also consider this question: how will I know they learned this?

Plan learning activities that are easily understood and implemented by students.
Provide learning activities that include time away from devices.
For practical based subjects, what virtual lab softwares are available? Can any practical work/observations be completed and recorded safely at home?

Screencast your lectures and reviews whenever possible and post to Google Classroom. Screencasts work well for many purposes, not just a lecture or tutorial. Consider screencasting your feedback on model student work before an activity, or feedback to student work during the course of an activity that lasts many lessons.

Formatives
Consider factoring in a formative component to these learning tools: reflective writing, journaling or note-taking. Discussion boards activity, assignment submission or responses to audio, video, images, media. Writing, collaborating and peer editing google docs. Posting audio or video feedback to prompts.
Provide global reflection and feedback for the whole class in the process of posting student learning on Google Classroom. If particular frequently asked questions arise amongst classes these can be addressed in an update.

There should be formative feedback given on one piece of work per class per week, the feedback should be recorded and student completion tracked.

Summatives
Where summative assessments can't be adapted in a way that ensures significant authenticity then they should be postponed until they can be given face to face. This may mean that not all criteria and strands in MYP can be addressed as usual prior to reporting. This is not an issue, we need to be flexible. As long as communication is clear, HODs, MYP Coordinator and SLT are made aware of changes to assessments then these changes will be supported. For further information on how to conduct a summative assessment online, please refer to the section below on exam.net.

Atlas Reflections
Ask students for feedback, use this in your Atlas reflections
Two simple questions: 'what is working well?' and 'what's not working?' Responses to these questions (asked frequently) can guide us a great deal as we shape our planning and activities.

13.7 CONDUCTING A CLASS ONLINE

Below are a few tried-and-tested suggestions to get you started when you get your class together on Zoom. Be mindful of the length of your 'teacher talk'. Holding attention online for a long period is difficult.

1. Enable the "waiting room" feature on zoom.
2. Ensure that your settings do not allow students to chat privately with one another.
3. Ensure that your settings prevent students from changing their names.
4. Login ahead of students and admit them one by one from the waiting room.
5. Greet them when they enter "class". If the camera is off, remind them to turn it on.
6. Once class begins, either change your settings to mute students on entry, or, work with your class to establish some shared norms, such as: mute your mic when not speaking, say your name before you participate (sometimes it's hard to tell who is speaking). Only one student can speak at a time the rest should wait in turn.
7. Remind students that the same tech rules apply to a virtual classroom as to the physical classroom. No taking or posting images/video of classmates and instructors to the web or to Social Media without permission. We are unable to prevent students from screenshotting and screencasting so clear essential agreements are important.
8. Begin your instruction by sharing your screen and toggling over to your Moodle or Google class. Quickly summarise objectives, link to prior learning and point out where the resources and assignments for that week are located. Do not have personal social media/files open. As teachers we will be focused on teaching, but students pay attention to all details they see.
9. Preview your objectives for the virtual class and any expectations you have of them during the call (notes, participation, response online after class, etc.)
10. Start your presentation, discussion, lesson, etc.
11. Wrap up in the last 5 minutes. Remind students about the upcoming work for the week.
12. Store all recorded sessions on your Google Drive – not share with the students.

13.8 STUDENTS OF CONCERN

Students who are not engaged in distance learning should have their parents emailed directly by the teacher. These emails should be cc'd to Deputy Head of MS (G6-8), Head of MS (G9-10) and DP Coordinator (G11-12) in order to ascertain if this is a 'one off' or a wider pattern across subject areas. If the latter, then appropriate follow up will take place. Identifying non-engagement will be through (and perhaps a combination of) numerous factors. Not taking part in collaborative tasks, no class chat, not submitting formatives being three potential flags.

13.9 ROLES OF SUPPORT STAFF

The role of Learning Support
The teacher responsible for LS students in a grade will pro-actively reach out to those students on each school day. What support can be provided remotely for particular issues they are facing should be addressed. This could involve working with the student though email or Zoom. Parents should also be informed of issues as needed. When appropriate, LS staff should communicate with teachers to update them on the progress of LS students and to inform them of any strategies that could aid LS students in accessing distance learning. LS colleagues may also ask to enter your classes to support their students.

The role of the Pastoral Counsellors
Pastoral Counsellors will respond to student and parental concerns that are emailed through. Counsellors will proactively reach out to those students on their caseloads as befits the particular circumstances. What support can be provided remotely will be given. This could involve working with the student though email or Zoom. Parents and staff should also be informed of issues as needed. Counselors will prepare and release surveys to students, staff and parents to get feedback on how they are adapting to online learning and how we can support them better. They will also be available to staff for advice for their own wellbeing.

In addition, should particular issues arise that are community wide as we move through online learning, then the Pastoral Counsellors will work with SLT to address these and communicate with parents and students. As part of PSHE, they will conduct sessions with students that focus on self-management and well-being.

The role of the College Counsellors
College Counsellors will continue to work proactively with students and families in Grades 9-12. This could involve working with individual and groups of students and families though email or Zoom. They are expected to continue working on planning for events later in the year. Where possible looking to move them online if needed.

The role of the School Nurse
Parents will be asked to contact the School Nurse in the event of their child not being able to participate in learning that day due to ill health. They will be asked to give this information by 8.00 am. The Nurse will also follow up with all those students who are absent from registration to check on their wellbeing. The nurse will continue to document all absences and outcomes of conversations with parents and share it with the SLT. The Nurse will be available to staff for advice and recommendations for their own wellbeing.

The role of the Admin Staff
Admin staff will share list of student absences to staff by 9.00 am each day. Admin Staff will continue to support SLT with communications to stakeholders and with planning. In addition, Admin Staff will be monitoring the Secondary and School emails and sending on messages to the relevant staff.

The role of the Library Staff
Library staff will proactively work with teachers to support online learning by supplementing topic work with resources in the collection. Library Staff emails will be shared with all parents and students to support with access to, or navigation of, the resources in our Libraries. Finally, using the e-book collection Librarians can actively promote reading to students. Suggested reads and other information can be pushed to students as part of daily registration. Contact Library during school closure - library@iaa.edu.jo

13.10 EXAM.NET PROCEDURES

Before the Exam
- Use "low security browser" when creating the exam
- Subject teacher to put in an IT ticket (at least 2 days before summative). They should include the following information:
  - Date and time of the summative
  - Names of teachers involved, with their zoom links
  - If IT should enter your zoom meeting, please assign them as co-host.
- Teachers should post on their Moodle / Google Classroom for students that technical issues regarding exam.net must be directed to ithelpdesk@iaa.edu.jo
- Subject teacher to share the exam, via exam.net, with LS, who will supervise the LS students eligible for extra time, ensuring extra time is provided
- Subject teacher to inform LS department in the link below about upcoming summatives
- Students to log in to LS's Zoom meeting at the time of the assessment.

Starting the Exam
- Students must log-in to zoom – audio and camera on
- For those who have cameras not working, they should log onto zoom using their phone
- Teachers should report the students who have technical issues to the GLs who will follow up with the students
- Students must be told that they cannot ask questions verbally
- Questions can only be asked using the chat feature of exam.net - feature must be enabled by the teacher when creating the exam
- Questions where students ask for a question / term to be explained or a confirmation on what they wrote / will write, should NOT be answered by the teacher.
- Once all students are logged in, teacher announces exam code and shares screen to display it
- Students are strongly recommended to WRITE the exam code in case they lose connectivity and have to log back into the assessment
- Teachers announce to students that they should not be using unauthorized material during the exam
- Teachers should record the exam and save it on their google drive.

During the Exam
- Students must keep cameras and audio on for teachers to keep an eye on. If students turn off camera/audio, please remind them
- Teachers to take note of students who turned off camera/audio
- Teachers to inform GLs
- Teachers can announce verbally how much time is remaining.
- Teachers are to use the chat.feature on exam.net to communicate with students individually.

Ending the Exam
- If students should face technical difficulties, give them the time that they lost to complete the exam
- If student is late to next lesson as s/he finishes assessment, inform his/her teacher why he was late

Atypical work
- If student produces work that is atypical (ie far in advance of expected quality), then teachers, with their Head Of Department, will request a zoom with the student to question further and ascertain understanding.
- After this meeting, if there remains considerable doubt in the mind of the teacher, then work will not be accepted or included in any calculations of reported grades.
- Teacher adds the following comment to the student's work:
    - **"*This work is clearly atypical compared to the standard of work that has been previously submitted. As such, this work can't be included in the final best fit for grades for the criteria assessed.*"**
- Teacher reports the incident to Deputy Head of MS (G6-8), Head of MS (G9-10) and DP Coordinator (G11-12).
- Teacher enters the incident on TP as "Atypical Work".