



# SECONDARY SCHOOL

# STAFF HANDBOOK

2023 – 2024



*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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# IAA MISSION & VISION

## 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 communities.

## Vision

To provide a unique educational experience that inspires, nourishes and celebrates the individual, one in which staff, students and parents are proud partners



الأكاديمية الدولية - عمان

THE INTERNATIONAL ACADEMY - AMMAN



## غاييتنا

تقدم الأكاديمية الدولية تعليماً دولياً شاملاً يجسد مبدأ التعلم مدى الحياة والمواطنة المسؤولة .

تنتمي الأكاديمية الدولية - عمان الى الاسرة الاردنية وتعزز الفخر بالهوية الوطنية وتقاليدھا كما تعمل على تعزيز مفهوم الاستدامة .

تعمل الأكاديمية الدولية - عمان على صقل المتعلم بالمهارات وتنمية المبادئ والخبرات لديه لتطوير قدراته الأكاديمية والشخصية والاجتماعية .

تشجع الأكاديمية الدولية - عمان التنمية الأخلاقية وقدرة المتعلم على الحس والوعي بالثقافات المتعددة وواجباته اتجاه المجتمع المحلي والعالمي .

## رؤيتنا

توفير تجربة تعليمية فريدة من نوعها تلهم المتعلم وتغذي فكره وتحفز إنجازاته وتنمي الشعور بالفخر لجميع المساهمين بالعملية التعليمية .

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# **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 and the New England Association of Schools and Colleges. IAA is also an authorized IB school for the MYP and DP.

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

# DEFINITION OF TEACHING AND LEARNING

ما هو التعليم والتعلم ذوي الجودة العالية في  
الأكاديمية الدولية - عمان؟

حل المشاكل  
في العالم الحقيقي

الحصول على المعرفة  
والمهارات



إن التعليم والتعلم في  
الأكاديمية الدولية عمان:  
ملهم  
يحقق الاحتياجات الفردية  
مبدع  
تفاعلي

تطبيق المعرفة  
والمهارات على  
مواقف جديدة

إعادة تركيب المعلومات  
من أجل خلق فهماً جديداً

إظهار الفضول

WHAT IS HIGH QUALITY  
TEACHING & LEARNING  
AT IAA?

SOLVING  
PROBLEMS  
IN THE REAL  
WORLD

ACQUIRING  
KNOWLEDGE  
AND SKILLS



TEACHING AND LEARNING AT IAA:

INSPIRATIONAL  
INDIVIDUALISED  
INNOVATIVE  
INTERACTIVE

APPLYING  
KNOWLEDGE  
AND SKILLS  
TO NEW  
SITUATIONS

SYNTHESISING TO  
CREATE NEW  
UNDERSTANDING

SHOWING CURIOSITY

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## Inspirational Learning

- **Intent:** Students are encouraged to view their potential as limitless.
- **Implementation:** Building a growth mindset that embodies empowerment, inclusion, diversity and equity in order to become advocates of change.
- **Impact:** Students are confident global citizens that act as a source of inspiration for others and become the change they want to see in the world.

## Individualised Learning

- **Intent:** Builds upon the unique strengths of each student.
- **Implementation:** Acknowledging and supporting learner variability by promoting agency and equity.
- **Impact:** Students are self-aware, resilient and adaptable. They have choice and voice in their learning.

## Innovative Learning

- **Intent:** Promotes a culture of 'out of the box' thinking
- **Implementation:** A varied use of teaching strategies and tools to develop problem solving and cultivate risk taking.
- **Impact:** Students enjoy discovery, can think critically and are not scared to fail in the journey.

## Interactive Learning

- **Intent:** Involves students in the learning process
- **Implementation:** Engaging students through inquiry, collaboration and reflection
- **Impact:** Students can navigate the best possible route towards their goals, are independently or collaboratively (in partnership with others).



## **Solving problems in the real world**

Teachers will implement this by:

- providing opportunities for students to make connections and critically solve problems through a range of perspectives from varied primary and secondary sources
- explicitly addressing local and global issues and relating learning to the UN Sustainable Development Goals
- developing authentic service learning.

The impact on students will be demonstrated by:

- thinking critically through different perspectives to solve problems effectively
- confidently engaging with controversies that involve local and global issues
- applying a growth mindset and recognising that others can support them in solving problems.

## **Applying knowledge and skills to new situations**

Teachers will implement this by:

- preparing activities that focus on conceptual frameworks and higher order thinking (Bloom et al)
- organising simulations, in familiar and unfamiliar situations, to demonstrate transfer
- engaging students in authentic research projects, challenging them to support their arguments with evidence.

The impact on students will be demonstrated by:

- recognising how their knowledge and skills can be applied effectively outside of the original learning conditions
- articulating, in their own words, the experience of transferring concepts and skills in their learning.

## **Showing curiosity**

Teachers will implement this by:

- knowing what is important to, and valued by, the student
- designing open ended inquiry
- embedding learner variability into learning opportunities, facilitating student voice and choice.

The impact on students will be demonstrated by:

- engagement and resilience to seek their own understanding to make sense of world they live in
- their motivation and confidence to ask and answer their own questions
- engaging with their strengths, challenges, interests and passions in personalised ways.

## Acquiring knowledge and skills

Teachers will implement this by:

- developing a detailed and holistic curriculum that challenges students
- allowing students to be active participants in their learning and use effective questioning techniques
- providing intentional opportunities for students to demonstrate learning and practice skills, which is augmented by quality feedback.

The impact on students will be demonstrated by:

- articulating the connection between prior learning and what they are about to learn
- describing how they 'learn how to learn'
- data, from quantitative and qualitative assessments, indicating their progress.

## Synthesising to create new understanding

*Students integrate knowledge from more than one discipline to create an original idea, see a new perspective, or form a new line of thinking to achieve insight. (IB MYP & Harvey and Goudvis, 2000)*

Teachers will implement this by:

- providing learning engagements for students to integrate knowledge and skills from two or more disciplines in an interdisciplinary manner
- ensuring that students reflect on their learning before, during and after learning experiences to develop new insights
- providing critical thinking opportunities and hands-on experiences, allowing students to construct new meaning and perspectives.

The impact on students will be demonstrated by:

- bringing together concepts and methods from different disciplines to explain a phenomenon, solve a problem or create a product
- experiencing the excitement of discovering something new—including insights into how disciplines support and challenge one another
- inquiring in different contexts to form new perspectives that are logical and meaningful to them.

## References

Harvey, Stephanie and Anne Goudvis. Strategies that Work: Teaching Comprehension to Enhance Understanding. Fort Walton Beach Education Club, 2020. [0310guid.pdf \(stenhouse.com\)](#) .

Fostering interdisciplinary teaching and learning in the MYP For use from September 2014/January 201

# GLOBAL CITIZENSHIP AT IAA



## IAA Statement on Global Citizenship

**Global citizenship at IAA is advocating for diversity, inclusion and equity by developing respect and compassion for the rights of others.** As a result, we want our students to understand their place in the world and “take an active role in their community, and work with others to make our planet more equal, fair and sustainable” (Oxfam, 2020).

### Global citizenship is developed through:

- **A. Knowledge and Understanding**
  - The complex interconnectedness of the world economically, politically, socially, spiritually and environmentally;
  - “Our choices and actions may have repercussions for people and communities locally, nationally or internationally” (IDEAS, 2020); and
  - That global ethics are essential in developing and sustaining equity as well as justice by acknowledging our commonality as a human race.
  
- **B. Skills**
  - Thinking critically through different perspectives to solve problems effectively;
  - Developing intercultural intelligence through learning to recognize our own biases and microaggressions;
  - Navigating complex issues through negotiation and mediation; and
  - Identifying the validity, objectivity and aims of sources of information.
  
- **C. Values and Attitudes**
  - Developing a flexible sense of self and identity that does not marginalise others;
  - Taking action to contribute to social justice and equity;
  - Advocating for and demonstrating commitment towards the United Nations’ Sustainable Development Goals;
  - Acceptance of all members in society including those of a different race, gender, ability, religion, and nationality; and
  - Believing that all people can make a difference.

IAA has developed its own [global citizenship framework](#), which maps our expectations according to grade level against the aforementioned categories - Knowledge and Understanding, Skills and Attitudes.

### References

CIS. 2020. Global Citizenship. Available at: <https://www.cois.org/about-cis/global-citizenship> Date accessed 20 September 2020

IDEAS. 2020. What is global citizenship? Available at: <http://www.ideas-forum.org.uk/about-us/global-citizenship> Date accessed 20 September 2020.

Oxfam. 2020. What is global citizenship? Available at: <https://www.oxfam.org.uk/education/who-we-are/what-is-global-citizenship/> Date accessed 20 September 2020.

UNESCO. 2019. Global citizenship education. Available at: <https://en.unesco.org/themes/gced> Date accessed 24 September 2020.

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# SCHOOL CALENDAR

## Academic Calendar 2023-2024

### First Semester

| AUGUST |    |    |    |    |    |    |
|--------|----|----|----|----|----|----|
| 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 |    |    |

| SEPTEMBER |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| Su        | M  | Tu | W  | Th | F  | Sa |
| 10        |    |    |    |    | 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 |    |    |    | 11 |

- Start date SMT
- Start date New Staff, HODs & GLs
- Start date returning staff
- Start date All students PK - 12

- All Faculty PD Day
- # Prophet Mohammad's Birth Date (PBUH)

- Mid Term Break

| 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 |    | 11 |

| DECEMBER |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| Su       | M  | Tu | W  | Th | F  | Sa |
| 11       |    |    |    |    | 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 |    |    | 11 |

- Parent Teacher Conference

- Christmas Day
- Winter Break

- New Year's Day
- Winter Break
- ET Admission Screening
- 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 | 29 |    | 11 |

| 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    |    |    |    |    |    | 11 |

| 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 |    |    |    | 11 |

- Parent Teacher Conference
- All Faculty PD Day
- Mid Term Break

- # First Day of Ramadan

- # Eid Al-Fitr
- Spring Break & Palm Sunday

| 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 | 11 |

| JUNE |    |    |    |    |    |    |
|------|----|----|----|----|----|----|
| Su   | M  | Tu | W  | Th | F  | Sa |
| 1    |    |    |    |    |    | 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   |    |    |    |    |    |    |

|                   |
|-------------------|
| Official Holidays |
| School Holidays   |
| Weekends          |
| PD Days           |

|     |                           |
|-----|---------------------------|
| 94  | First Semester 27/8/2023  |
| 86  | Second Semester 28/1/2024 |
| 180 | Total Teaching Days       |

- Labour Day
- Easter & Spring Break
- Independence Day

- Last Day for Students
- Last Day for Staff
- # Eid Al-Adha
- Summer Break

# Islamic holidays are subject to change

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# **WHO IS WHO AT IAA**

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.

## **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).

### **Pastoral 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.

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### **Student Protection Lead (SPL)**

IAA is fully committed to promoting the safeguarding and protection of all our students. The role of the SPL is to record, report and investigate any serious issues brought to their attention by our counsellors on behalf of our students, or directly by parents and staff that involve significant concerns as to our students' overall health and wellbeing. Our counsellors will become involved if there is an issue of abuse, including neglect, where the students' emotional or physical well-being are impacted. If should you have a concern about an IAA student that is impacting on his/her physical and/or emotional health, you must complete the [safeguarding form](#) and inform the SPL. All information shared and recorded will be safely stored to respect the privacy of our students.

### **The School Nurse**

The 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 oversees 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 oversees 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    | Kyle Long            | 6A/6B<br>Layal Al Mousa<br><br>6C/6D<br>Kayed Maghames       |
|       | Rita Ammari          |  |
| 6B    | Yusra Al Hilu        |  |
|       | Najla Mousa          |  |
| 6C    | Mira Mahyer          |  |
|       | Shireen Haawashin    |  |
| 6D    | Rowan Abdallah       |  |
|       | Hadeel Najjar        |  |
| 7A    | Israa Yassin         | 7A/7B<br>Yasmeen Abu Al Rob<br><br>7C/7D<br>Neveen Al Samain |
|       | Ahmad Kisswani       |  |
| 7B    | Ruby AbuShawish      |  |
|       | Abeer Mansour        |  |
| 7C    | Hana'a Al-Shara      |  |
|       | Faten Hadad          |  |
| 7D    | Raya Shanawani       |  |
|       | Ghadeer Khoury       |  |
| 8A    | Ghada AlAmoudi       | 8A/8B<br>Ala' Al Shantaf<br><br>8C/8D<br>Tareq Younis        |
|       | Alaa Abu Halimeh     |  |
| 8B    | Lamya Abu Seraj      |  |
|       | Hadeel Al Fayyumi    |  |
| 8C    | Sahar Aranki         |  |
|       | Leen Haddad          |  |
| 8D    | Samia Al Yaequb      |  |
|       | Dana AlKurdi         |  |
| 9A    | Tahani Al Fares      | Rasha Al Laham   |
|       | Carl Palmer          |  |
| 9B    | Emad Zeidan          |  |
|       | Amal Akal            |  |
| 9C    | Henry Manchero       |  |
|       | Hala Bagaein         |  |
| 9D    | Hind Hassan          |  |
|       | Sami Hamdan          |  |
| 10A   | Aseel Alsawaneh      | Tatiana Khoury   |
| 10B   | Amal Atayeh          |  |
| 10C   | Susanne Marchant     |  |
| 10D   | Maha Al Ashqar       |  |
| 11A   | Reham Barghouti      | Aida Tanbour   |
| 11B   | Khaled Zarrour       |  |
| 11C   | Mathew Elialtel      |  |
| 11D   | Louna Hroub          |  |
| 12A   | Reem Amireh          | Laila Ewaiwi   |
| 12B   | Boopathy Kalipalyyam |  |
| 12C   | Reem Yassin          |  |
| 12D   | Rula Abu Jaber       |  |

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# POSITIONS AND RESPONSIBILITIES

| Name              | Position  |
|-------------------|---|
| Martin Thompson   | Secondary Principal, Student Protection Lead              |
| Zena Muhtaseb     | Head of Middle Years (G9-10), MYP Coordinator             |
| Yaaseen Hoozeer   | Deputy Head of Middle Years (G6-8)                        |
| Mariam El-Lalla   | DP Coordinator  |
|                   |   |
| Alaa Arar         | Head of Arabic  |
| Brian Craig       | Head of English   |
| Farah Otoum       | Head of Spanish   |
| Alia Nuseibeh     | Head of Individuals and Societies                         |
| Nemeh Alfawares   | Head of Science   |
| Mohammad Malhis   | Head of Maths   |
| Lubna Atari       | Head of Creative Arts                                     |
| Dema Sawalha      | Head of Design  |
| Kayed Maghames    | Head of Religion  |
| Eyad Makanai      | Head of Physical and Health Education, Athletics Director |
|                   |   |
| Patricia Power    | Head of Secondary Libraries, Extended Essay Coordinator   |
| Owen Gleeson      | Student Support Coordinator                               |
| Suzanne Astle     | Pastoral Counsellor                                       |
| Molly Knell       | Pastoral Counsellor                                       |
| Aya Abdel Hadi    | Head of College Counselling                               |
| Farah Talhouni    | College Counsellor  |
| Reham Saleh       | ICT Coordinator   |
|                   |   |
| Tatiana Khoury    | G11 CAS Coordinator                                       |
| Laila Ewaiwi      | G12 CAS Coordinator                                       |
| Tareq Younis      | Theory of Knowledge Coordinator                           |
| Rund Fanek        | Personal Project Coordinator                              |
| Suha Yaseen       | Community Project Coordinator                             |
| Karen Khano       | Service As Action Coordinator                             |
| Ahlam Aqrabawi    | Approaches to Learning Coordinator                        |
| Aziz El Bader     | Interdisciplinary Coordinator                             |
| Layal Al Mousa    | Student Representative Council Advisor                    |
| Sami Hamdan       | El Hassan Youth Award Coordinator                         |
|                   |   |
| Da'ad Mdanat      | School Nurse  |
| Rawan Hariri      | Executive Secretary for Secondary Principal               |
| Natasha Hazaz     | Secretary for Middle School                               |
| Hebah AlKhatatbeh | Secondary Receptionist                                    |

# 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.

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# TIMETABLE

| Timings                             | Sunday              | Monday              | Tuesday                             | Wednesday           | Thursday            |
|-------------------------------------|---------------------|---------------------|-------------------------------------|---------------------|---------------------|
| <b>Registration<br/>8:20 – 8:30</b> | <b>Registration</b> | <b>Registration</b> | <b>Registration<br/>8:20 – 8:30</b> | <b>Registration</b> | <b>Registration</b> |
| Period 1<br>8:30 – 9:15             |                     |                     | Period 1<br>8:30 – 9:15             |                     |                     |
| Period 2<br>9:15 – 10:00            |                     |                     | Period 2<br>9:15 – 10:00            |                     |                     |
| Period 3<br>10:00 – 10:45           |                     |                     | Period 3<br>10:00 – 10:45           |                     |                     |
| Break<br>10:45 – 11:15              |                     |                     | Break<br>10:45 – 11:10              |                     |                     |
| Period 4<br>11:15 – 12:00           |                     |                     | Period 4<br>11.10 – 11.55           |                     |                     |
| Period 5<br>12:00 – 12:45           |                     |                     | Period 5<br>11:55 – 12:40           |                     |                     |
| Period 6<br>12:45 – 13:30           |                     |                     | Break<br>12:40 – 13:00              |                     |                     |
| Break<br>13:30 – 13:55              |                     |                     | Period 6<br>13:00 – 13:45           |                     |                     |
| Period 7<br>13:55 – 14:40           |                     |                     | Period 7<br>13:45 – 14:30           |                     |                     |
| Period 8<br>14:40 – 15:25           |                     |                     | Early Finish                        |                     |                     |

# 1.1 The IB Learner Profile



## IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

|  |   |
|--|---|
| <p><b>INQUIRERS</b><br/>We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p> <p><b>KNOWLEDGEABLE</b><br/>We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p> <p><b>THINKERS</b><br/>We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p> <p><b>COMMUNICATORS</b><br/>We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p> <p><b>PRINCIPLED</b><br/>We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</p> | <p><b>OPEN-MINDED</b><br/>We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</p> <p><b>CARING</b><br/>We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p> <p><b>RISK-TAKERS</b><br/>We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p> <p><b>BALANCED</b><br/>We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p> <p><b>REFLECTIVE</b><br/>We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p> |
|--|---|

**The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.**

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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;
- explicit references to these attributes in our planning;
- our pedagogical approach encourages students to strengthen these attributes in our lessons;
- our Personal, Social and Health Education (PSHE) programme.

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# 1.2 Academic Integrity

## The Goal of Academic Integrity

“The goal of academic integrity is to make knowledge, understanding and thinking transparent. Students must ... master the technical components of academic integrity, which includes learning how to correctly reference and ethically use information, opinions and artificial intelligence (AI) tools” (Academic Integrity, International Baccalaureate Organisation, updated 15/3/2023 [www.ibo.org/globalassets/new-structure/programmes/shared-resources/pdfs/academic-integrity-policy-en.pdf](http://www.ibo.org/globalassets/new-structure/programmes/shared-resources/pdfs/academic-integrity-policy-en.pdf), accessed 1 May 2023 ).

## The Need for an Academic Integrity Policy

At IAA, we 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. It is the duty of IAA to foster a sense of independent study in students. In practice, this 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.

## 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* , [www.ibo.org/globalassets/publications/become-an-ib-school/dp-general-regulation-2014.pdf](http://www.ibo.org/globalassets/publications/become-an-ib-school/dp-general-regulation-2014.pdf) accessed 7th Aug 2016)

Malpractice can take these forms with regard to academic integrity:

### Plagiarism

Plagiarism is deliberately and knowingly taking ideas, images or written documents from someone else including an AI platform 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.

Where a student uses an AI platform to generate text or images without acknowledgement their work will be determined as plagiarised.

### 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 works cited to acknowledge ideas and work of others is also expected. All teachers continue to reinforce the reasons for academic integrity, and the majority of skills are introduced through units of work, often in conjunction with the library staff. Turnitin.com must be used to ensure that the work is their own, where relevant.

### Grades 8-12

Turnitin.com must be used to ensure that students' work is their own. Classes will continue to revise and strengthen academic integrity skills. Malpractice will be subject to the full consequences for academic dishonesty. This may include non-submission of IB MYP/DP work for moderation and/or 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 teacher-librarians through an Information Literacy Programme and/or PSHE.

|                      | Primary   | Grades 6-7 | Grades 8-12 |
|----------------------|-----------|------------|-------------|
| <b>Author/title</b>  | Introduce | Revise     | Revise      |
| <b>Pictures</b>      | Introduce | Revise     | Revise      |
| <b>Works Cited</b>   |           | Introduce  | Revise      |
| <b>Websites</b>      | Introduce | Revise     | Revise      |
| <b>Direct quotes</b> |           | Introduce  | Revise      |
| <b>Paraphrasing</b>  |           | Introduce  | 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 including AI tools 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 author.

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 Generative AI.
- AI-generated text, images or graphs included in student work must be acknowledged. The prompt must be cited in the text and the software must be credited in the Works Cited (using MLA format).
- All ideas that are used must be referenced (using MLA format).
- 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; 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 including the use of Generative AI applications to aid this process. 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).
- Discuss and guide students on how AI can be used with integrity in the research and writing process.
- 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 proactive 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](http://www.unis.org/uploaded/02_ACADEMICS/2014-15/IB/IB_Academic_Honesty_Policy.pdf), Accessed 5th August 2016*)

### **Generative AI (Artificial Intelligence)**

Generative AI, can be defined as tools that “can analyze or summarize content from a huge set of information, including web pages, books and other writing available on the internet, and use that data to create original new content” (Weed).

(taken from *Weed, Julie. “Can ChatGPT Plan Your Vacation?” The New York Times, 16 Mar. 2023, [www.nytimes.com/2023/03/16/travel/chatgpt-artificial-intelligence-travel-vacation.html](http://www.nytimes.com/2023/03/16/travel/chatgpt-artificial-intelligence-travel-vacation.html), Accessed 1 May 2023*)

IAA follows the guidance of IBO to determine how to incorporate new technologies brought by Artificial Intelligence including but not limited to ChatGPT, Bing, Caktus, Elicit, DALL-E into student learning. The use of AI tools is therefore not ‘banned’; instead it is considered essential that students know how to use these tools with integrity to ensure the authenticity of their work. Students will be guided on how to use AI Tools to enhance research, thinking and communication skills by teachers and librarians.

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- However, use of AI to generate text or images is **not** authentic student work; and unless acknowledged following MLA guidelines will be considered plagiarism and sanctioned as academic dishonesty. Therefore, students (as in all cases of using source material) must clearly cite the product of AI tool in the body of their work and add it to the Works Cited List. MLA and IAA offer the following guidelines:
  - When content generated by a generative AI tool is paraphrased, quoted, or incorporated into own work (whether text, image, data, or other) it must be acknowledged with in-text citation
  - identify text generated by AI (quotation) with the use of quotation marks and in-text citation
  - in-text citations use the prompt e.g. (“Write 200 words to describe Jordan’s summer weather”)
  - The full citation in Works Cited List contains
    - This prompt
    - Name and version of AI
    - Publisher
    - Date of generation
    - URL

“Write 200 words to describe Jordan’s summer weather” prompt. *ChatGPT*, 13 Feb. version, OpenAI, 9 Mar. 2023, chat.openai.com/chat.

### Sanctions for Academic Dishonesty

In the Secondary School, there is ‘zero tolerance’ of academic dishonesty. This includes plagiarism, unacknowledged use of generative AI, 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) For plagiarism or collusion, the student is given a score of 1 for all criteria assessed in that assessment. For cheating, the student is given a level 0 for all criteria assessed. 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, 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. Turnitin.com is a tool for checking originality of student work. This includes identifying content that is similar to existing work and content that is likely to have been generated by AI.

Teachers are expected to understand and explain to students that NO percentage of plagiarism is acceptable. Plagiarism is not acceptable at any percentage. Students are given guidance on how to interpret Turnitin reports.

Students must be able to view their **originality report** prior to submission. They are allowed to make multiple submissions to address any plagiarism the report may reveal up to the due date.

### **Tutorization of Work**

The IB Programmes advocate the nurturing of independent learners as is reflected in the IB Learner Profile. IAA, in reinforcing 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 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 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 Learning Services

## Structure

Learning Services aims at ensuring that students with identified learning needs are supported, both inside and outside of the classroom. This is achieved using a tiered approach to instruction. Our ultimate goal is for students to become self-aware, independent learners.

Support starts within the classroom where teachers are expected to provide students with the best possible differentiated instruction in order to ensure that students' variabilities are catered for. Learning Specialists work with subject teachers to provide them with support and strategies for differentiation in the classroom. If, despite teachers' best efforts to support a student within their classrooms, the student is still struggling, teachers are encouraged to fill in a referral form which will provide the Learning Services coordinator with information on the nature of the student's difficulties in the classroom. Following referral, Learning Specialists observe the student in class and provide additional individualized suggestions for classroom support.

Should a student need targeted intervention, either in small groups or in a one-to-one setting, the student will be enrolled in Learning Support to receive support in identified areas. These areas include, but are not limited to, phonological awareness, word study, reading fluency, comprehension, written expression, mathematics and executive functioning. Services are indeed skills-oriented and aim at supporting students in the development of skills and strategies they will require to successfully access the curriculum. This is achieved through the use of research-based methodologies, which are identified in the student's Individual Education Plan (IEP). Students receiving Learning Services are also introduced to the use of assistive technology in order to support them in independently accessing the curriculum.

## Levels of Support

|  |   |
|--|---|
| <p><b>Tier 1</b><br/><i>Classroom Support</i></p> <p><i>Short-Term Support</i></p> <p><i>Universal Design for Learning</i></p> | <p><b>Subject teachers' role</b></p> <ul style="list-style-type: none"> <li>• Subject teachers have the first level of responsibility and are required to follow the principles and practices of teaching and learning to meet the diverse needs of their students.</li> <li>• Within this tier, the subject teacher will complete a <u>Pre-Referral</u> checklist before they refer a student to see if there are any modifications that could help improve the situation.</li> <li>• The Subject teachers consult with their respective LS teacher and may complete an <u>Action Plan</u> for these students</li> </ul> <p><b>LS teachers' role</b></p> <ul style="list-style-type: none"> <li>• LS teachers will support the subject teacher to refine differentiated learning in the classroom and provide resources to help students access the curriculum to be able to work on the Action Plan.</li> </ul>   |
| <p><b>Tier 2</b></p> <p><i>Mild to Moderate Support</i></p>  | <p>If adequate progress is not being made in Tier 1, students will be placed on Tier 2 intervention.</p> <p>This level of support may include one-on-one assistance from LS teachers.</p> <p><b>Subject teachers' role</b></p> <ul style="list-style-type: none"> <li>• The Subject teacher will complete a <u>Referral Form</u>.</li> <li>• The Subject teacher will collaborate with LS teachers to draft a <u>Learning Plan/Individual learning plan (LP)</u></li> <li>• The Subject teacher will collaboratively implement the LP/IEP with LS teachers</li> <li>• Parents will be informed that their child is receiving extra support in class and they will be informed with the reasons.</li> </ul> <p><b>LS teachers' role</b></p> <ul style="list-style-type: none"> <li>• LS teachers will conduct observations and assessments, and hold consultation meetings with parents.</li> <li>• LS teachers will draft and implement a Learning Plan (LP) in collaboration with Subject teachers, students and parents.</li> </ul> <p><b>Examples of support include</b></p> <ul style="list-style-type: none"> <li>• One-to-one support within the classroom</li> <li>• Co-teaching within or outside the classroom</li> <li>• Small group in-class support (mainly) / Pull-outs supplementary teaching</li> <li>• Accommodating / adapting materials and activities prior to or during lessons</li> <li>• <u>Behavioral support</u> or other support as needed</li> <li>• Offer support for differentiation of homework and summative assessments</li> </ul> |

|  |   |
|--|---|
| <p><b>Tier 3</b></p> <p><i>Intensive Interventions</i></p> | <p>If Tier 2 support is not adequately meeting the needs of the students, referrals may be made to an Educational Psychologist (EP) or other outside agencies for further assessments.</p> <p>Parents will need to approve this step and sign a formal letter or a consent form.</p> <p>Some students may require the services of a Learning Support Assistant (LSA/Shadow Teacher)</p> <p><b>Subject teachers' role</b></p> <ul style="list-style-type: none"> <li>• The Subject teacher will collaborate with LS teachers to draft an IEP</li> <li>• The Subject teacher will collaboratively implement the IEP with LS teachers</li> </ul> <p><u>For students who work with the LSA/shadow teacher, the Subject teacher will:</u></p> <ul style="list-style-type: none"> <li>• Meet with Shadow Teacher to plan and discuss the progress of the student</li> <li>• Work with the designated LS and LSA teacher to modify materials and activities as needed</li> <li>• Support the LSA to ensure development of social skills/ self-management/ behavioral support or other support as needed</li> </ul> <p><b>LS teachers' role</b></p> <ul style="list-style-type: none"> <li>• LS teachers will develop an IEP based on assessment of needs</li> <li>• LS teachers will implement and review the IEP in consultation with all stakeholders</li> </ul> <p><u>Examples of support offered by the LS teacher at this level include:</u></p> <ul style="list-style-type: none"> <li>• One-to-one support within the classroom</li> <li>• Co-teaching within/outside the classroom</li> <li>• Small group in-class support mainly / pull-out supplementary teaching</li> <li>• Adapting/accommodating materials and activities prior to or during lessons</li> <li>• Behavioral support or other support as needed</li> <li>• Conduct observations if/where applicable</li> <li>• Offer support for differentiation of summative assessments</li> <li>• Make referrals for further assessments in consultation with the coordinator and Leadership Team.</li> </ul> <p><b>LSA/shadow teachers will offer the following support</b></p> <ul style="list-style-type: none"> <li>• One-to-one support within the classroom</li> <li>• Work with the designated LS teacher to modify materials and activities prior to and during lessons</li> <li>• Support the development of social skills/ self-management/ behavioral support or other support as needed</li> </ul> |
|--|---|

### Progress Monitoring

Once a student is identified as requiring services outside the classroom, learning specialists administer a series of benchmark tests to identify specific areas of strengths and weaknesses. Standard scores from those assessments are then used to write an Individual Education Plan for the student, which contains specific goals and objectives, which will be the focus of Learning Services intervention sessions. Benchmark testing is used as a means to quantitatively assess the progress of the student in specific areas and is administered at least once per academic year. Goals and objectives are typically set at the beginning of the academic year, and IEP reviews are conducted at the end of each semester.

The Learning Services register is shared with teachers at the beginning of the academic year and contains strategies that can be implemented to support students within a classroom setting. This is updated, following benchmark testing and IEP reviews. Feedback from subject teachers is highly valued and they are invited to reach out to any learning specialist to share concerns about students or progress observed in the classroom.

### The Referral Process

Students can be referred to Learning Services at any time during the school year. A referral form is to be completed by the classroom teacher and submitted to the coordinator for Learning Services. Learning specialists will observe the student in class and provide strategies for differentiation to subject teachers. Should the coordinator for Learning Services feel that a student requires additional testing, parents will be contacted by Learning Services and an evaluation will be conducted by the coordinator for Learning Services in order to determine areas of needs. Results from the testing process are communicated to parents and teachers, with strategies for support in class and at home, along with support structures that will be implemented within Learning Services.

### Exit procedure

Exit procedures are based on the following criteria:

- Results from benchmark testing reflect progress in identified areas of need.
- Goals and objectives of the IEP have been met.
- The student is able to independently put into practice strategies introduced during Learning Services intervention sessions and is able to independently access the curriculum.

### Learning Support Procedures, Forms and Resources

|  |
|--|
| <a href="#"><u>Teacher support Booklet</u></a>   |
| <a href="#"><u>Learning support register</u></a> |
| <a href="#"><u>Referrals</u></a>                 |
| <a href="#"><u>Students of concern</u></a>       |
| <a href="#"><u>Round Robin</u></a>               |
| <a href="#"><u>Resources</u></a>                 |
| <a href="#"><u>Newsletter 1</u></a>              |
| <a href="#"><u>LS Timetables</u></a>             |
| <a href="#"><u>Student planner</u></a>           |
| <a href="#"><u>Note taking</u></a>               |
| <a href="#"><u>Newsletter 2</u></a>              |
| <a href="#"><u>Learning support policy</u></a>   |

# 1.4 Language Support in Secondary

As per IAA's Language Policy, the language of instruction, in all subject areas but Arabic, IAS Arabic, Religion and Spanish, is English. At IAA, all teachers are language teachers. Consequently, all staff have an important role to play in supporting students' language development. Below is a list of strategies to support language learners in secondary classrooms. Every learner is unique and this list is therefore not exhaustive; teachers are encouraged to develop their own ways of engaging language learners and ensuring that they are adequately supported and challenged in their classes.

1. Be aware of your students' language proficiency.
2. Provide students with levelled texts to support their understanding of topics being taught.
3. Provide students with a glossary of key terms and their definitions when introducing new units, which will allow them to get familiar with those terms.
4. Assess prior knowledge and do not assume that learners are familiar with subject-specific vocabulary.
5. Regularly review key words and subject-specific vocabulary during lessons.
6. Allow for the use of electronic translators to support language learners.
7. Use a variety of techniques to assess students' knowledge and understanding.
8. Use multiple ways of representation for concepts being introduced (videos, images, audio recordings are a few examples).
9. Provide students with examples of successfully completed tasks.
10. Make sure that the feedback provided to students is differentiated.
11. Focus on the quality rather than the quantity of work submitted by language learners.
12. Be specific when asking a question or when giving explanations or feedback to ensure that language learners know what is expected of them.
13. Allow for sufficient thinking time when requesting an answer and provide language learners with prompts if you want them to elaborate on something they are saying.

## 1.5 Supporting Arabic B Students in IAS-Arabic and Religion

For Language B students, they are accommodated in other subjects that require writing in the Arabic language, such as Individuals and Societies and Religious Education. This accommodation is based on the student's proficiency level and consideration of individual differences among them.

Emergent Language B students are provided with translated material in English, and their exams include an English translation.

Capable Language B students are assisted with the Arabic terms they don't understand and they receive support during exams. These students undertake assessments in Arabic, but if needed, the questions are translated for them. The questions are also modified to their level of Arabic language proficiency.

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# 1.6 Homework Guidelines

## Introduction

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”.

## 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 |

## English Typing Expectations

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

As part of their weekly homework load, G6-8 students are expected to practice typing in English. They will be assigned 5 levels of typing homework every week. G6-8 Tutors are responsible for setting this weekly homework and monitoring student progress. Where students are not completing the assigned typing homework, tutors are responsible for informing the Deputy Head and the concerned parents. If a student fails to complete three typing assignments in one month, the infraction should be logged on to Toddle 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.

### **Arabic Typing Expectations**

At the IAA, students are enrolled in the Typing Club program to enhance their typing skills in the Arabic language, in preparation for the required electronic assessment at the end of the tenth grade.

In Grades 6-8, students are required to complete weekly assignments related to typing, in addition to utilizing typing skills during formative assessments and classroom activities.

For Grade 9, students are required to complete weekly assignments in which they reach a minimum of 25 levels in the typing program. Most of the assessments and assignments are done in printed format.

In Grade 10, all students will undergo a diagnostic typing assessment. Those whose typing speed and accuracy falls below the acceptable level will be assigned biweekly typing assignments to complete. After a period of time, they will be reassessed. Once they attain the required proficiency, further typing lessons will not be necessary.

### **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.
- check Toddle 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 nurse with a note from their doctor. Nurse will then inform the teachers.
- 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 Toddle by 3p.m. the day it is assigned – at the latest.** The weekly lesson plan must be submitted on Toddle by 8a.m. on Sunday of every week.

Based on the above, homework assignments/tasks will be:

- explained to students when being set. Homework is not something that is referred to at the end of lesson but is explained fully. Students must 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 Toddle 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.

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 – 8, teachers will inform parents through email. 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 9-10 and 11-12, homework issues should be discussed with the Head of Middle Years and DP Coordinator, respectively.

### **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 6-12 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.

# 1.7 The Diploma Programme



## Creativity, Activity, Service (CAS)

The CAS requirement is a fundamental part of the DP 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.

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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:

1. Identified their own strengths and developed areas for growth
2. Undertaken challenges and developed new skills in the process
3. planned and initiated activities
4. demonstrated the skills and understood the benefits of working collaboratively with others
5. shown perseverance and commitment in their activities
6. engaged with issues of global significance
7. considered the ethical implications of their choices and actions

All seven 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. The course explores questions about knowledge and the process of knowing. TOK emphasizes comparisons and connections between areas of knowledge and encourages students to become more aware of their own perspectives and perspectives of others

As a thoughtful and purposeful enquiry into the students themselves as knowers and thinkers, and into the different areas 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 six titles prescribed by the IB for each examination session. The essay is marked by external examiners and is worth 10 marks (67%).

Exhibition: the creation of an exhibition that explores how TOK manifests itself in the world around us. The TOK exhibition is internally assessed by the teacher and externally moderated at the end of the course. It is worth 10 marks (33%).

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## 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 additional 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).

# 1.8 The Middle Years Programme



## Why the MYP?

IAA implements the IB Middle Years Programme (MYP) in Grades 6-10. It is based on the premise that students should aim to become fully informed and responsible citizens of an increasingly globalized world. The MYP 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.

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## The MYP Model

The MYP includes eight subject groups, key and related concepts, global contexts, interdisciplinary learning, IB learner profile traits, 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   |
|--|--|
| <ul style="list-style-type: none"><li>● Broad, organizing, powerful ideas that have relevance within and across subjects and disciplines, providing connections that can transfer across time and culture.</li></ul> | <ul style="list-style-type: none"><li>● Grounded in specific disciplines, and explored in greater detail</li><li>● Emerge from reflection on the nature of specific subjects and disciplines, providing a focus for enquiry into subject-specific content.</li></ul> |

## 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 successfully complete all requirements for 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. Toddle will be the tool through which the teachers and the SAA Coordinator can track student progress.

- Grades 6 and 7 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, students will engage in service learning through the completion of the Community Project either individually or in groups.
- Grades 9 and 10 students also complete one SAA activity per year derived from the curriculum.

The School's SAA policy is available on Toddle.

## **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 February of Grade 10, all students will complete the Personal Project; a year-long project on a topic of the student's choice. This project gives students the opportunity to showcase their interests and the development of their ATL skills 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.

### **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 ATL skills, over the course of the MYP, students will develop a strong knowledge and skills base in the different subject areas to prepare for the greater challenges of the DP.

### **How does MYP assessment work?**

The Head and Deputy Head of the 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 and expectations.
- 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 end of the academic year.
- Each criterion level (out of 8) represents a concrete skill or content area, which will be presented on the school 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 against 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 the IB guide, *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. 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.

| Criterion | Arts                                       | Maximum | Criterion | Individuals & Societies              | Maximum |
|-----------|--|---------|-----------|--------------------------------------|---------|
| A         | Investigating                              | 8       | A         | Knowing and understanding            | 8       |
| B         | Developing                                 | 8       | B         | Investigating                        | 8       |
| C         | Creating / Performing                      | 8       | C         | Communicating                        | 8       |
| D         | Evaluating                                 | 8       | D         | Thinking critically                  | 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         | Knowing and 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 & 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       |

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## 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-toolkit/brochures/myp-brief-interdisciplinary-learning-2015-en.pdf>).

At IAA, Grade 6 students participate in one interdisciplinary unit (IDU) during the second semester. The IDU grades will count in the students' overall GPA.

Students in grades 7 to 9 complete one 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.

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

The assessment criteria for the IDU are as follows:

|                    |              |                  |
|--------------------|--------------|------------------|
| <b>Criterion A</b> | Evaluating   | <b>Maximum 8</b> |
| <b>Criterion B</b> | Synthesizing | <b>Maximum 8</b> |
| <b>Criterion C</b> | Reflecting   | <b>Maximum 8</b> |

[Interdisciplinary Teaching and Learning in the MYP- Guide \(for use from September 2021\)](#)

## eAssessments

The IB-MYP eAssessments are onscreen examinations that students sit for in their final year of the MYP. They focus on conceptual understanding and the ability to apply knowledge in complex, unfamiliar situations. They offer robust and reliable assessment of student achievement in the MYP.

At the IAA, our Grade 10 students sit for the following eAssessments in May:

- Language & Literature – English
- Language & Literature – Arabic OR Language Acquisition – Arabic
- Maths
- Interdisciplinary Learning.

# 1.9 Note-taking - presentation and storage

Being a BYOD school, 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 30<sup>th</sup>, 2023
- 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

# 1.10 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.

**Both MYP and DP are required to give one documented formative assessment per eight lessons.**

**DP is required to give a minimum of two summative assessments per quarter (8 annually).**

**MYP must assess at least one criterion per quarter, with the exception of G9-10 where two criteria must be assessed by the first quarter. Each strand for each criterion must be assessed once in each semester and twice by the end of the academic year. This is the minimum.**

**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. 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. **Task sheets and summative assessments must be pre-approved by the MYP Coordinator.**
- **Assessment as Learning / 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 Toddle 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](#) )



**Subject Year Level Unit Number Unit Name**

STATEMENT OF INQUIRY:  
 INQUIRY QUESTION(S):

TOPIC:

APPROACHES TO LEARNING:

| ATL skill categories | ATL skill clusters | Description |
|----------------------|--------------------|-------------|
|                      |                    |             |
|                      |                    |             |

TASK REQUIREMENTS:

LENGTH:

CONDITIONS/MATERIALS:

|

DUE DATE:

CRITERION ASSESSED:

| Achievement Level | Task specific descriptor<br><i>You are able to:</i>                     |
|-------------------|---|
| 0                 | You did not reach a standard identified by any of the descriptors below |
| 1-2               |   |
| 3-4               |   |
| 5-6               |   |
| 7-8               |   |

COMMAND TERMS:

## **Responsibilities of Teachers, Students, Parents and Home Tutors**

Students will:

- regularly consult the assessment calendar on Toddle to ensure summative assessments are handed in on time;
- be fully prepared for assessments and class work;
- submit required work (homework, class work, assignments) on time and with due diligence;
- follow IAA's Academic Integrity Policy with regards to the need to reference all sources using the MLA format;
- 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 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

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](#).

Standardization within subject groups promotes consistency and builds common understandings about student achievement with respect to the MYP assessment criteria.

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 at least 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.

Please Note:

- **Standardization must be done before students' works are graded.**
- **Grades should not be shared with the students until standardization is complete.**
- **Students should not be informed if their work was part of the standardization sample.**

The practices listed below will be applied for internal standardization.

- Before marking, each summative assessment is standardized by the teachers who teach the same subject at the same grade level. In a situation where only one teacher teaches that grade/subject, then the HOD or another teacher from the same department are involved in standardization.
- Standardisation must take place on copies of student work. Under no circumstances must students see teacher comments, changed marks on any work that is returned to them.
- Written feedback on summative assessments must be individualized and clearly justifies the level(s) awarded for the criteria assessed. It is not sufficient to only highlight and/or restate the strands of the descriptors on the rubric.
- If a student does not agree with the criterion/a level awarded, then they must meet with the subject teacher during office hours within 5 school days from when the assessment is returned to the student. During that meeting, the subject teacher will explain the level that is awarded.
- If the student still does not agree with the teacher, then the student can complete this ["Grade Review Request" form](#) and email it to the HOD and the Teacher. In the form, student must provide a clear and detailed justification on why s/he disagrees with the grade. The HOD will then re-mark it against the criteria level. The outcome can be an increase, decrease or no change in achievement level. Hard copy of the form must be obtained from MYP-Coordinator.
- If the HOD and the teacher overseeing that summative are one of the same, then another teacher within the department will need to assess it against the criteria. The teacher chosen should be teaching that same grade level, if possible.

### **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 permitted, except for Maths Criterion A (Knowing and Understanding). Once an assessment has been completed, students may not be reassessed for the same material in order to improve their grade.

If a student achieves a level 3 or below on a criterion A Maths test, they will be allowed to take a different version of that test. The content assessed will remain the same. In order to do so, they are required to attend Maths support sessions. The maximum criterion A level that students can achieve on the retake is a 4.

### **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 school 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 onscreen eAssessments 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 will 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, watches and air pods must be handed in as soon as the student enters 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 through 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 ATL Skills**

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 criterion.

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:

| <b>Task Name &amp; Description</b>                                       | <b>Criterion A<br/>(8)</b> | <b>Criterion B<br/>(8)</b> | <b>Criterion C<br/>(8)</b> | <b>Criterion D<br/>(8)</b> |
|--|----------------------------|----------------------------|----------------------------|----------------------------|
| 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.

| <b>Subjects (4 Criteria)</b> |                            | <b>Interdisciplinary Learning (3 Criteria)</b> |                            |
|------------------------------|----------------------------|--|----------------------------|
| <b>Grade</b>                 | <b>Boundary Guidelines</b> | <b>Grade</b>                                   | <b>Boundary Guidelines</b> |
| 1                            | 1-5                        | 1  | 1-3                        |
| 2                            | 6-9                        | 2  | 4-6                        |
| 3                            | 10-14                      | 3  | 7-10                       |
| 4                            | 15-18                      | 4  | 11-13                      |
| 5                            | 19-23                      | 5  | 14-17                      |
| 6                            | 24-27                      | 6  | 18-20                      |
| 7                            | 28-32                      | 7  | 21-24                      |

This introduction of student reporting on ATL allows for teachers to concentrate on reporting on a number of important cross curricular learning skills. This quick reference is useful to parents, and means that teachers do not have to spend time commenting on them in narratives and can, instead, focus on how students may improve upon their academic skills.

These Attitudes to Learning are:

1. **Meeting Deadlines:** refers to the completion of assignments, class work and homework at the correct time.
2. **Prepared for Class:** refers to the student’s punctuality; coming to lessons with correct books and equipment.
3. **Presentation of Work:** refers to handwriting, neatness and organisation of written and typed work.
4. **Collaborative Learning:** refers to the student’s willingness to work co-operatively with classmates in group situations; respecting classmates’ ideas and opinions; sharing the workload.
5. **Respect for the Learning Environment:** refers to the student’s behaviour in class towards classmates; following instructions and respecting the learning space.
6. **Participation:** refers to the student’s willingness to participate in lessons actively; carry out tasks efficiently; volunteering answers and asking questions when necessary.
7. **Concentration:** refers to the student working to the best of his / her ability; staying on task and listening to advice and critique and acting upon it.

These will be graded using Excellent, Good, Satisfactory and Needs Improvement.

| Level                 | Qualifiers  |
|-----------------------|---|
| E- Excellent          | Always, frequently, committed, complete, consistent, exceptional, exemplary, high degree, masterful, meticulous, proficient, thorough |
| G- Good               | Acceptable, adequate, at level, moderately, suitable  |
| S- Satisfactory       | Approaching at times, developing, some, sometimes   |
| NI- Needs Improvement | 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”, and “good” in many of their Attitudes to Learning. Students who are graded lower than a 5 are more likely to be “satisfactory” and “needs improvement” in some of their Attitudes to Learning. However, every student is an individual with different strengths and weaknesses, so we use our professional discretion when awarding these Attitudes Towards Learning 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     | <b>Minimal</b> achievement in terms of the objectives.   |
| 2     | <b>Very limited</b> achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is <b>unable</b> to apply them fully in normal situations, <b>even with support</b> .   |
| 3     | <b>Limited</b> achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a <b>limited understanding</b> of the required knowledge and skills and is <b>only able to apply</b> them fully in normal situations <b>with support</b> .  |
| 4     | <b>A good general understanding</b> of the required knowledge and skills, and the ability to apply them effectively in <b>normal</b> situations. There is <b>occasional</b> evidence of the skills of analysis, synthesis and evaluation.  |
| 5     | <b>A consistent and thorough understanding</b> of the required knowledge and skills, and the ability to apply them in a variety of situations. The student <b>generally</b> shows evidence of analysis, synthesis and evaluation where appropriate and <b>occasionally</b> demonstrates originality and insight.   |
| 6     | A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a <b>wide variety</b> of situations. There is <b>consistent</b> evidence of analysis, synthesis and evaluation where appropriate. The student <b>generally</b> demonstrates originality and insight.  |
| 7     | A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them <b>almost faultlessly</b> in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student <b>consistently</b> demonstrates originality and insight and <b>always</b> produces <b>work of high quality</b> . |

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)  | End of Year Report (June)   |
|-------|---|---|--|---|
| 6-10  | <p>Criteria out of 8 (NA – “not assessed” is allowed)</p> <p>Final level out of 7 (for G9-10)</p> <p>NA entered as final level out of 7 (for G6-8)</p> <p>Attitude To Learning skills</p> <p>Comment for each student - strengths and areas for improvement</p> | <p>Criteria out of 8 (all must be assessed; best fitted from Sept.)</p> <p>Final level out of 7</p> <p>Attitude To Learning skills</p> <p>Subject Overview summarizing what was covered Semester 1</p> <p>IDU Comment and Level</p> <p>SAA Comment</p> <p>Tutor Comment</p> | <p>Criteria out of 8 (all must be assessed; best fitted from Sept.)</p> <p>Final level out of 7</p> <p>Attitude To Learning skills</p> <p>Comment for each student - strengths and areas for improvement</p> | <p>Criteria out of 8 (all must be assessed; best fitted from Sept.)</p> <p>Final level out of 7</p> <p>Attitude To Learning skills</p> <p>Subject Overview summarizing what was covered Semester 2; statement of student’s performance on End of Year exam</p> <p>1 sentence summarizing performance in End of Year exam</p> <p>IDU Comment and Level</p> <p>SAA Comment</p> <p>Tutor Comment</p> <p>CP Comment and Level (G8 only)</p> |
| 11    | <p>Final level out of 7</p> <p>TOK (A to E)</p> <p>ATL skills</p> <p>Comment for each student - strengths and areas for improvement</p>   | <p>Final level out of 7</p> <p>TOK (A to E)</p> <p>ATL skills</p> <p>Subject Overview summarizing what was covered in Semester 1</p> <p>CAS Comment</p> <p>Tutor Comment</p>  | <p>Final level out of 7</p> <p>TOK (A to E)</p> <p>ATL skills</p> <p>Comment for each student - strengths and areas for improvement</p>  | <p>Final level out of 7</p> <p>TOK (A to E)</p> <p>ATL skills</p> <p>Subject Overview summarizing what was covered in Semester 2</p> <p>CAS Comment</p> <p>Tutor Comment</p>  |
| 12    | <p>Final level out of 7</p> <p>TOK (A to E)</p> <p>ATL skills</p> <p>Comment for each student - strengths and areas for improvement</p> <p>CAS Comment</p>  | <p>Final level out of 7</p> <p>TOK (A to E)</p> <p>ATL skills</p> <p>Comment for each student - strengths and areas for improvement</p> <p>CAS Comment</p> <p>Tutor Comment</p>   | <p>Will not be issued</p>  | <p><i>Will be issued in April</i></p> <p>Final level out of 7</p> <p>TOK and EE (A to E)</p> <p>ATL skills</p> <p>Comment for each student - strengths and areas for improvement</p> <p>CAS Comment</p> <p>Tutor Comment</p>  |

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## 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 Toddle.

You will have enough room in the comment box for **1200 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 performance:**

*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 performance:**

*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 performance:**

*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.*

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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:

### G6-9 students

The Tutor Class meets for the first fifteen minutes at the start of each school day. During this time, attendance is taken and announcements are 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.

### G9 Semester 2

The Tutor Class meets for the first ten minutes at the start of each school day. During this time, attendance is taken and announcements are shared with the students. The class also meets once a week for PSHE, where sessions were conducted on the Personal Project.

### G10 students

#### Semester 1

The Tutor Class meets for the first ten minutes at the start of each school day. During this time, attendance is taken and announcements are shared with the students. The class also meets once a week for PSHE to work on the Personal Project.

#### Semester 2

The Tutor Class meets for the first ten minutes at the start of each school day. During this time, attendance is taken and announcements are shared with the students.

### G11 students

The Tutor Class meets for the first ten minutes at the start of each school day. During this time, attendance is taken and announcements are shared with the students. The class also meets once a week for PSHE, when issues related to grade specific sessions, for example, Extended Essay or Personal, Social and Health education are addressed.

### G12 students

The Tutor Class meets for the first ten minutes at the start of each school day. During this time, attendance is taken and announcements are shared with the students. The class also meets once a week for PSHE, when issues related to grade specific sessions, for example, University Counselling or Personal, Social and Health education are addressed.

Must comment on the following:

- Punctuality to morning registration (for those who do not attend, you need to state that attendance is a must) and overall attendance record if it is a concern

Comment on some of the following:

- Contribution to PSHE lessons
- Goals that they set and the extent in which they achieved them
- What did they find challenging and how did they overcome these challenges?
- What achievements are they most proud of- Example: student of the month/week; Certain tasks; PP (for G10) etc...
- Maintaining a healthy school-life balance?

- Involvement in extracurricular activities – Book Clubs, Majlis Al Arabi, MUN (G11s are training G7/8), SRC, assemblies, outside sports clubs, outside activities, hobbies, interests
- Any other observations you have of the student in morning registration / PSHE – interaction with peers, their character, etc...

Maximum: 1200 characters (with spaces)

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:

Examples of Tutor Comments:

*XXX could work on improving her punctuality, as this means she misses out on important information and announcements. As a result, she often finds herself unaware of, or confused about, the expectations for assignments and events. During semester one, XXX intended to submit all her work on time and keep up with her studies. Unfortunately, she struggled due to the nature of online learning. She did gain an appreciation for time management and the importance of working on assignments in a timely manner and is hoping to avoid procrastination as she found this only caused her anxiety. It is respectable to see that XXX has been able to continue her piano practice, as it is important for students to participate in extra curricular activities. Overall, XXX is a great addition to the class. I wish her continued success in the second semester.*

*XXX does not always attend morning registration on time. Her goals for this academic year included participating more in class and improving on her self-management skills, specifically her organization and time-management. XXX is pleased that she has met her set goals. She is a more active participant in class, joining in on group discussion, and has met deadlines well in advance. XXX is also proud that she no longer gives up easily when she finds herself overwhelmed with the amount of work. Reminding herself that hard work pays off at the end has been her source of motivation. For second semester, XXX wants to add another goal - reading for pleasure. She enjoyed her Visual Arts summative as she found comparing two pieces of artwork to be interesting and insightful. Overall, XXX has found this semester to be busy and challenging but is proud of what she has achieved.*

*XXX does not always attend morning registration on time. His goals have been to improve in football and Mixed Martial Arts and to prioritize self-care by spending less time on social media and doing more physical exercise. XXX has achieved his goals. He even participated in MMA tournaments this year. He is also proud that he has been able to balance the rigorous academic schedule that comes with taking Discrete Sciences. XXX is handling pressure better but is not consistent in submitting all assessments. He knows that he needs to develop more as an inquirer by taking initiative to look for the answer and by taking advantage of the extra help offered. Overall, he found this semester to be challenging and different but also exciting. It's great to see that XXX deeply reflected on his achievements and challenges as he now has a better understanding of what to focus on for second semester.*

*XXX is a courteous, though rather quiet, student during Registration and PSHE. She is exemplary in terms of her punctuality and organization, and she is a wonderful role model to her peers in this respect. In her end-of-semester reflections, XXX demonstrated her strong self-reflection skills by recognizing that one of her strengths is her ability to balance her time well. This has allowed her to focus her energies on developing her skills in her weaker areas by seeking support from her teachers and practicing more. While XXX feels her biggest improvements have been in Arabic and Mathematics, she also recognizes the value she has gained from her work in Visual Arts and Biology labs. Furthermore, XXX is proud of her work in her Personal Project which she has completed within the deadlines, further proving her extraordinary ability to manage her time. XXX has certainly proved that she is able to keep calm and focused despite the challenges. Overall, XXX is a great addition to the class. I wish her continued success in the second semester.*

## 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 T, 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/S1 – Students who receive a 3 or below in Arabic, English, Maths or Science or who receive a 3 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.

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 must start the next grade on an academic contract or repeat the current grade. For further information see the attached Promotion Policy.

## 2.7 Student Promotion Policy

### **Promotion between Grades 6 to 10**

At the end of the academic year, any student who scores a '2' or below in any of the core subjects Arabic, English, Mathematics or Science has to sit for a retake exam in the subject(s) two weeks before the start of the new academic year.

A student who still does not attain more than a '2' in two or more of the core subjects will be referred to a committee consisting of the Director, the Secondary Principal and the Head of Middle Years to evaluate the needs of the student and determine whether s/he will be promoted, required to repeat the previous grade.

A student who still does not attain more than a '2' in a singular subject will be promoted but will start the next grade on an academic contract for that subject. If the student is unable to then achieve more than a 2 in that subject (allowing for another retake at the end of this grade) then he/she will not be promoted. Students who do not meet the MOE requirements for attendance at school will not be promoted to the next grade.

Learning Support students: students who receive Learning Support services will be considered individually and are not required to meet the expectations laid out in the Policy above.

### **Promotion from Grade 10 to 11**

At the end of the academic year, any student who scores a '2' or below in any of the core subjects Arabic, English, Mathematics or Science has to sit for retake exams in the subject(s) before the start of the new academic year.

A student who still does not attain more than a '2' in one or more of the core subjects will be referred to a committee consisting of the Director, the Secondary Principal and the Head of Middle Years to evaluate the needs of the student and determine whether s/he will be promoted or required to repeat the previous grade.

Students who do not meet the MOE requirements for attendance at school will not be promoted to the next grade.

Learning Support students: students who receive Learning Support services will be considered individually and are not required to meet the expectations laid out in the Policy above.

### **In addition, based on the transcript results that are released by IAA at the end of semester2 in G10:**

- A student who does not successfully complete SAA and/or does not achieve at least a Grade 4 in the PP then the decision for them to enroll in the full IB Diploma is at the discretion of a committee consisting of the Director, the Secondary Principal and the Head of the Middle Years Programme.

**Please note the following requirements for a student contemplating the scientific stream:**

- Students who do not obtain a minimum of a '6' in Mathematics or a minimum of a '5' in Mathematics Extended will not be allowed to register for Mathematics HL. Students who do not obtain a '4' in Grade 10 Mathematics will not be allowed to register for Mathematics Standard Level Analysis and Approaches.
- Students who do not obtain a minimum of a '5' in either of the Integrated or Discrete Sciences and who do not obtain a minimum of a '6' in Mathematics or a minimum of a '5' in Mathematics Extended will not be allowed to register for a Higher Level in Physics.

**Promotion from Grade 11 to 12**

If a student achieves 3 or less on the end of year HL exam, they have to re-sit for that exam before the start of the next academic year. Students achieving 2 or less on the end of year SL exam will have to re-sit for that exam before the start of the next academic year. Students who do not obtain 22 points by the Semester 2 grading point of Grade 11 will not be allowed to carry on to Grade 12 as full Diploma students. They must be registered as Diploma Course students and their programme of study changed accordingly. Students who do not meet the MOE requirements for attendance at school will not be promoted to the next grade.

**Teaching Staff Responsibilities**

- 1.1. Every teacher shall ensure that students of concern are communicated to the Head of MYP, Deputy Head of MYP or DP Coordinator (as appropriate) at the earliest appropriate time in the school year.
- 1.2. Once parents have been met, teachers will facilitate interventions with all available school resources.
- 1.3. Teachers will also (where appropriate) work with departmental colleagues to ensure at risk students attend after school subject clubs and work with Student Support colleagues to ensure that the student attends relevant break time support clubs.
- 1.4. Teachers will communicate to parents and Head of MYP, Deputy Head of MYP or DP Coordinator (as appropriate) when at risk students do not attend the sessions outlined in 1.3.

**Head of MYP, Deputy Head of MYP, DP Coordinator Responsibilities**

- 1.1. At the beginning of the school year, both teacher(s) and the appropriate academic coordinator (Head of MYP, Deputy Head of MYP, DP Coordinator) will identify students, who based on their prior academic performance, are at risk of not meeting the standards criteria of the MYP.
- 1.2. It is the responsibility of the Head of MYP, Deputy Head of MYP or DP Coordinator (as appropriate) to conduct an ongoing review of the students who have been identified by their teachers as experiencing difficulties in the MYP or DP whether at the beginning or through the course of the academic year.
- 1.3. Additional meetings with parents will be scheduled to discuss student progress after each set of scheduled Parent-Teacher conferences to discuss those who are 'at risk'.

**Parent(s)/Guardian Responsibilities**

- 1.1. To attend all Parent-Teacher Conferences and additional meetings with the school as required
- 1.2. To closely monitor the work of the child at home, ensuring that there is a satisfactory working environment, that appropriate time is made available for study and that the e-learning platform is used with the child to manage and monitor work commitments
- 1.3. To support the school with after school academic clubs by ensuring that students are free to attend.

## 2.8 IAA High School Diploma

The IAA High School Diploma is the document presented to Grade 12 students on the evening of their graduation in June. In order to receive the IAA High School Diploma each student must have:

- Spent four full years in education Grade 9 to 12
- no more than 18 days of unexcused absence in each of Grade 11 and Grade 12
- successfully completed the IAA requirement for SAA in Grades 9 and 10
- satisfactorily completed CAS in Grades 11 and 12
- registered with the IB to take 6 subjects with at least 2 of them registered at Higher Level
- gained no less than 21 points in the last grading point of Grade 12 (unless Learning Support)
- received no grades at level 1, no more than one grade 2 and no more than one grade at level 3 (or two grades at level 3 if no grade 2 is given) in the last grading point of Grade 12 (unless Learning Support)
- not committed academic malpractice in any final submissions to the IB in Grade 12
- not been expelled from IAA.

### 3.1 Toddle – Weekly Expectations

What you write on your Toddle 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 be written clearly and in detail and should include reference to the worksheets, activities and URLs that will be used.

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

**Expectations for Weekly Entries on Toddle:**

- Toddle 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 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 school 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.

*Sample – Grade 8 English (2018-2019)*

|   |  |
|---|--|
| <p><b>Instructional Strategies &amp; Activities</b><br/>                 How will we use formative assessment to give students feedback during the unit?<br/>                 What different teaching methodologies will we employ?<br/>                 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?</p> <p><i>Text(s) taught in this unit:</i><br/>                 The Giver by Lois Lowry<br/>                 Examination Day by Henry Slesar<br/>                 Billennium by J.G. Ballard<br/>                 The Pedestrian by Ray Bradbury<br/>                 Harrison Bergeron by Kurt Vonnegut Jr.<br/>                 Minority Report by Philip K. Dick</p> <p><b>Week 1</b><br/>                 1. Introduction to the course, class expectations, and Google Classroom<br/>                 2. Introduction to the unit's key and related concepts, global context via the statement of inquiry; and ATL skills<br/>                 3. Reading Chapters 1 &amp; 2; comprehension and activities related to the chapters' content and unit's purpose<br/>                 4. begin to consider the utopian and dystopian features of the novel<br/>                 5. Homework involves reading and comprehending Chapter 3</p> | <p><b>Week 2</b><br/>                 1. Reading and answering questions on Chapter 4-6<br/>                 2. Dystopian fiction Activity which looks at extracts from 5 other dystopian novels to explore the elements of dystopian fiction<br/>                 3. Exploring Jonas' identity, compared to a. his community; b. his audience<br/>                 4. Documenting the rules that guide Jonas' community<br/>                 5. Introduction to Read Theory.org<br/>                 6. Homework involves reading and comprehending Chapters 7-11</p> <p><b>Week 3</b><br/>                 (only 3 lessons this week)<br/>                 1. Preparing for and carrying out a "Literature Circle" on chapters 7-11.<br/>                 2. Read Ch. 12 and answer questions<br/>                 3. Read Theory.org - 1 more quiz<br/>                 4. Homework involves reading and comprehending chapters 13-16 and preparing for the formative quiz on chapters 1-16</p> |
|---|--|



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 Toddle
- as much as possible, be able to submit assignments through Toddle using the Turnitin function to check for plagiarism
- be able to access the summative assessment task sheets via Toddle five school days prior to the assessment.

## 3.2 Toddle - 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 Toddle and sitting on curriculum planning committees.

Units should be updated on Toddle at least one week before 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 and continuously during the teaching and learning process.

As per IB requirements, **reflection must be done for each unit (before, during and after)**, and it is strongly encouraged that student feedback is gained from each unit.

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 on Toddle

To support continuous development of the written curriculum, HODs, Programme Coordinators, and the Deputy Director of Curriculum will review units on work on Toddle and provide feedback as a form of support.

## MYP Checklist for Unit Planners (Adapted from BQC Evaluating Unit Planner)

|  |   |  |
|--|---|--|
| <b>Unit length</b>                                     | approximate number of guided learning hours (total) = # of wk per unit x # of weekly lessons.   |  |
| <b>Global Contexts (GC)</b>                            | one relevant GC per unit and a relevant exploration are identified and addressed in unit activities, objectives and lessons (note made of the specific exploration being addressed)   |  |
|  | exploration is reflected in the unit's statement of inquiry.  |  |
| <b>Concepts</b>  | are evident in inquiry questions and underpin assessment tasks  |  |
|  | are explored throughout learning engagements (instructional strategies)   |  |
| <b>Statement of Inquiry (Sol)</b>                      | includes a key concept, related concept(s), and a specific, relevant and engaging global context exploration  |  |
|  | meaningfully connects key (broad) and related (deep disciplinary) concepts in ways that students can understand   |  |
|  | develops specific disciplinary knowledge that supports transferable understanding   |  |
|  | establishes unit's relevancy and long-term value by articulating a clear, meaningful purpose for the inquiry  |  |
|  | represents creativity and appropriate complexity in its synthesis of concepts and global context.   |  |
| <b>Inquiry Questions (IQ)</b>                          | demonstrate clear understanding of the relationship between facts, concepts and debates   |  |
|  | develop deep understanding of concepts and context combined in the statement of inquiry   |  |
|  | offer pathways for diverse learners into the unit's subject matter/topic  |  |
|  | represent appropriate complexity that can help to develop critical and creative thinking  |  |
|  | include teacher- and student-generated inquiries  |  |
|  | help to prepare students to undertake summative assessment.   |  |
| <b>Summative Assessment Tasks (SA's)</b>               | thoughtfully connects with the statement of inquiry   |  |
|  | addresses relevant subject-group objectives by strand   |  |
|  | offers authentic, challenging, open-ended and varied ways for students to demonstrate what they know, understand and can do   |  |
|  | thoroughly explains what students will do to demonstrate understanding  |  |
|  | provides access to reasonable adjustments and inclusive assessment arrangements.  |  |
| <b>Approaches to Learning Skills</b>                   | specifically identified and integrate meaningfully with learning engagements and assessment tasks   |  |
|  | offer students opportunities to develop responsibility for their own learning through indep practice  |  |
|  | include clear descriptions of how skills are explicitly taught and specific strategies are practised  |  |
|  | support a clearly identified progression of learning across the MYP through their articulation with other subject groups, year levels or school-wide plans (documented in the school's ATL chart)   |  |
|  | help students reach higher levels of achievement for the unit's objectives through related summative assessment task(s).  |  |
|  |   |  |
| <b>Content &amp; Skills</b>                            | includes disciplinary knowledge and skills to be taught and learned that are solidly connected with the chosen key and related concepts   |  |
|  | clearly and comprehensively aligns with MYP subject-group aims and objectives (and, if applicable, required local standards and content)  |  |
|  | represents an appropriate developmental challenge that prepares students for future study   |  |
|  | connects new information and experience with what students already know, building the additional background knowledge necessary to develop deep understanding   |  |
|  | if relevant, establishes links with MYP topics for eAssessment.   |  |
| <b>Instructional Strategies (Learning Engagements)</b> | describe with clarity and specific detail what students will do and in what order   |  |
|  | indicate how students will explore concepts and context through a variety of learning experiences   |  |
|  | are developmentally appropriate, thought- provoking and engaging  |  |
|  | use a variety of inquiry-based approaches for teaching and learning that help students connect factual, conceptual and procedural knowledge   |  |
|  | are inspirational, individualized, interactive, and encourage innovation. The planned activities provide opportunities for students to acquire knowledge and skills to apply them to new situations, to synthesize, and to solve problems in real-life contexts |  |

|                              |  |  |
|------------------------------|--|--|
|                              | build on prior learning.   |  |
| <b>Formative Assessments</b> | comprehensively aligns with knowledge, understanding and skills required for success in summative assessment   |  |
|                              | provides varied opportunities for practice and detailed feedback for learning  |  |
|                              | creates meaningful evidence that teachers can use to make adjustments to planned experiences and teaching strategies   |  |
|                              | includes opportunities for peer assessment and self- assessment.   |  |
| <b>Differentiation</b>       | documents specific strategies for accommodating learning div in terms of content, process, product   |  |
|                              | addresses students' diverse language profiles and learning support requirements in ways that use diversity as a resource for all students' learning  |  |
|                              | allows each student to develop, pursue and achieve appropriate learning goals.   |  |
| <b>Resources</b>             | represent a range of entry points and learning environments that creatively achieve unit's purpose   |  |
|                              | promote student inquiry through learning support and extension   |  |
|                              | represent diverse and culturally responsive points of view   |  |
|                              | integrate technology effectively   |  |
|                              | use students' life experience and multi-literacies to inspire learning   |  |
|                              | create opportunities for action and real-world learning  |  |
|                              | include meaningful opportunities for interaction with people, organizations, facilities in community.  |  |
| <b>Reflections</b>           | Reflections before, during and after teaching demonstrate meaningful evaluation of written, taught and assessed curriculum (based on suggested questions in reflection box); should state which key element(s) from HQDLT the unit will focus on, how the key element(s) is implemented and how students will demonstrate its impact |  |
|                              | documents thorough and meaningful reflection on the planning, process and impact of the inquiry  |  |
|                              | documents the unit's connection with the IB's philosophy of education (including international-mindedness, IB learner profile, other ATL skill categories, interdisciplinary understanding, student-led action and service learning)   |  |
|                              | details potential future development based on student achievement data   |  |
|                              | documents the unit's impact on students' intrinsic motivation and ownership of their own learning  |  |
|                              | includes information about standardization of assessment and student achievement   |  |
|                              | considers horizontal and vertical articulation of the subject group  |  |
|                              | is mindful of teachers' personal response, social-emotional learning and professional growth.  |  |

## DP Checklist for Unit Planners

|   |  |
|---|--|
| 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<br>Instructional strategies used, promote active learning (Inquiry-based, problem-based, and project-based). They engage students in the learning process through inclusive learning engagements that are inspirational, individualized, interactive, and encourage innovation. The planned activities provide opportunities for students to acquire knowledge and skills, to apply knowledge to new situations, synthesize, and solve problems in real-life contexts. |  |
| 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 identifies the learner variabilities within the class(es) and the differentiation strategies used to address these with examples 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. Should state which key element(s) from HQDLT the unit will focus on, how the key element(s) is implemented and how student will demonstrate its impact  |  |

## 3.3 The Role of the HOD in Educational Planning

As the pedagogical leader of each discipline, HODs will work with teachers to build a culture of collaboration, reflection and sharing of best practice in order to enhance the delivery of the IAA definition of High Quality Teaching and Learning. This should be a regular part of whole Department meetings as well as Grade Level meetings. Individual colleagues in each department will have particular strengths. It is important that these are recognized, nurtured and leveraged for the benefit of all in the Department. Likewise, colleagues who wish for support in particular aspects of their pedagogical development should be encouraged to discuss with their HODs their needs and for HODs to support, or organize for others to support this developmental need.

As the leader of each academic discipline, HODs will work with teachers to ensure that homework and lesson planning 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. This requires active observation of colleagues in the Department and HODs are expected to observe new colleagues once a week during their probation period and then, as with all other colleagues to observe, unannounced, once per Semester. Feedback should be recorded.

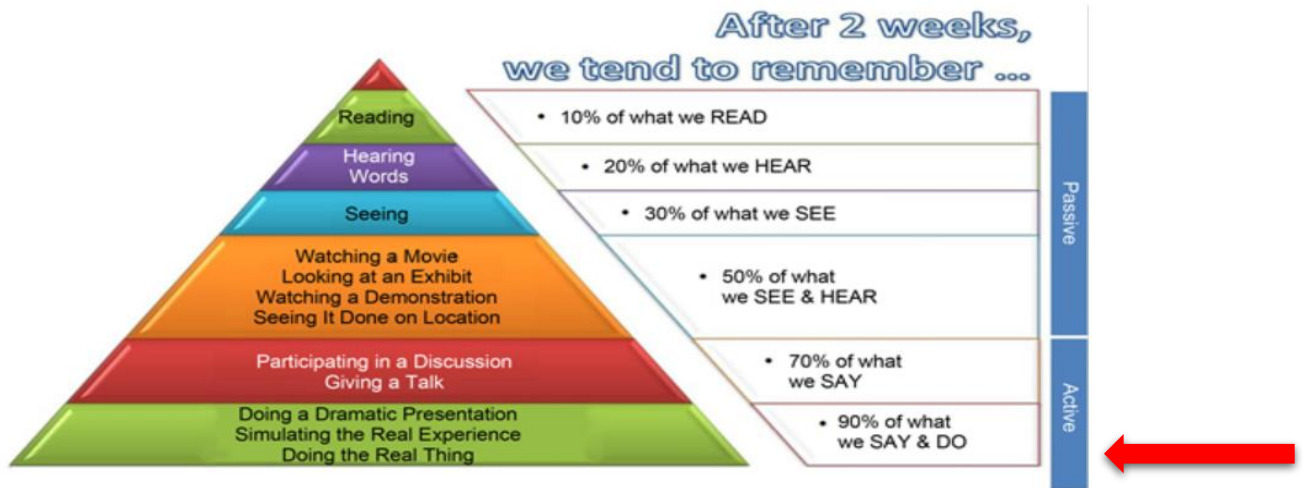
Maintaining an overview on the quality of assessment is very important as this ensures that assessment of learning relates directly to the Statement of Inquiry in the MYP. HODs must also monitor the quality of standardization and feedback and ensure that reflections on assessment that arise through this process are then fed back into the planning process.

# 3.4 Approaches to Teaching

The Episodes of learning within a lesson and examples of teaching strategies

*The Learning intention/purpose/goal/objective of the lesson has been already planned for as well as the success criteria*

*Teachers provide inclusive learning engagements that meet the needs of all students and are differentiated to ensure access for students with learning variabilities*



| Starter   | Main  | Plenary   |
|---|---|---|
| <b>Introduction</b><br>15% of the lesson time   | <b>Body</b><br>75% of the lesson time   | <b>Closure</b><br>10% of the lesson time  |
| <b>Activators</b>   | <b>Learning Engagements</b>   | <b>Reflection</b>   |
| This part of the lesson requires teachers to <b>activate students' prior learning</b> by: <ul style="list-style-type: none"> <li>• Review of previous material as the building block to new material</li> <li>• Assess vocabulary knowledge.</li> <li>• A Hook to set the scene for what is coming (<b>Ignite curiosity</b>)</li> </ul> | This part requires teachers to provide learning opportunities for students to introduce new knowledge ( <b>Facts, Concepts, and Skills</b> ), to assess for understanding ( <b>formative assessment</b> ), and provide effective and timely feedback. To make students thinking visible During this episode, students can either <b>acquire knowledge, apply knowledge to a new situation, synthesize, evaluate, create, and solve real-world problems</b> Learning engagements are the <b>building blocks</b> towards the goal of a unit /summative assessment ( <b>Scaffold</b> ) | During this episode, the teacher provides opportunities for students to <ul style="list-style-type: none"> <li>• Summarize the purpose of the lesson</li> <li>• Review of key ideas and skills and how they supported the learning intention</li> <li>• Articulate what has been learned</li> <li>• Assess what learning has taken place and how effectively</li> </ul> |

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|  |  |   |
|--|--|---|
| <p>Examples of strategies to activate prior knowledge and make connections</p> <p><a href="#">Professional reading1</a><br/> <a href="#">Professional reading 2</a></p>  | <p>A variety of instructional approaches can be employed</p> <p><a href="#">Active learning</a>, <a href="#">Inquiry based-learning</a>, <a href="#">problem-based learning</a>, <a href="#">project-based learning</a></p>  | <p>Providing learners with the opportunity to share their accomplishments, struggles, even moments of confusion, encourages them to focus on their personal strengths and weaknesses.</p> |
| <p><a href="#">Concept maps</a><br/> <a href="#">KWL chart</a><br/> <a href="#">Flow chart</a><br/> <a href="#">VKR chart</a><br/> <a href="#">Frayer model</a><br/> <a href="#">Think –Pair-Share</a><br/> <a href="#">See-Think –Wonder</a><br/> <a href="#">See – Feel- Hear</a> (a good resource for other graphic organizers)</p> | <p><a href="#">The Strategic teacher</a> provides a variety of research-based strategies categorized by the instructional style.</p> <p>This learning episode provide opportunities for students to engage with <a href="#">primary and secondary resources</a></p> <p>Provide <a href="#">differentiated instruction</a></p> <p><a href="#">Make thinking visible</a>. These <a href="#">Thinking routines</a> are categorized according to</p> <ul style="list-style-type: none"> <li>• Introducing and exploring ideas</li> <li>• Synthesizing and organizing ideas</li> <li>• Digging deeper into ideas</li> </ul> <p><a href="#">The Brain Frames</a></p> | <p>Reflection response or journal</p> <p><a href="#">Visible thinking routines</a><br/> <a href="#">Reflection activities</a><br/> <a href="#">15 reflection strategies</a></p>           |

## 3.5 Classroom Walkthrough Checklist

The walkthrough process provides formative data that answers the question, "how are we doing", in regards to teaching and learning. This process should be viewed as a tool to stimulate learning conversations, as we raise expectations for all within a collaborative environment. Consistent and appropriate use of this tool will help to facilitate our journey to extraordinary performance.

### The Four Pillars (positive relationships; rules & regulations; culture of thinking; celebrating learning) of an effective learning environment:

- Students' actions indicate a **positive relationship** between peers and teachers
- Class routines are evident, and students' actions indicate that class **routines are internalized**
- Class displays reflect **students' thinking**
- Students' thinking is visible through their **writing** (which enhances critical thinking)
- The class is a **resource room** (manipulatives, displays, technology, graphic organizers, learning centers, activity stations and other resources are essential elements of the T&L process)
- Students are given opportunities **to share their learning** (Celebrate outcomes)
- Unit displays are visible and reflect the inquiry section of the unit plan (concepts, SOI, GC exploration, inquiry questions, ATL, and the LP)
- Vocabulary displays or word walls are evident.
- Classroom displays include the school's Mission, Vision, Pillars, HQTL definition, IAA Global citizenship, IAA Rights and Responsibilities, Essential agreements, Assessment code of conduct, and the daily schedule
- Displays are aesthetically appealing and age-appropriate.
- The organization of the classroom facilitates collaboration, access to resources, and promotes effective management.

### Episodes of learning

- Students are provided with opportunities to **activate their prior knowledge**
- Students are provided with opportunities **to construct knowledge**
- Students are provided with opportunities to **reinforce their learning**
- Students can **relate what they are learning to real life**
- Students are provided with opportunities to **apply knowledge to familiar and unfamiliar situations**
- Students are provided with opportunities to **reflect on learning**

### The Universal Design for Learning and differentiation

- Students are exploring a **variety of resources** that serve learners' variabilities (multiple means of representation)
- Students are exposed to a **variety of teaching and learning strategies** to acquire and apply knowledge (multiple means of representation)
- Students are **using technology** as a tool for learning (multiple means of engagement/ representation)
- Students are given choices to communicate their understanding (multiple means of action and expression)
- Students are engaged in active learning either individually, in groups, or in pairs (multiple means of engagement – student movement is encouraged)
- Students are **all engaged** in the learning process
- Students are engaged in various tasks
- Students are taking effective notes (summarizing, paraphrasing, vocabulary, questions, etc.)



### **The instructional approach and teaching strategies**

- The teacher's instructional approach aligns with the IAA definition of HQTl
- The teacher's instructional approach incorporates IAA Global citizenship expectations
- The teacher's instructional approach incorporates IAA Digital citizenship expectations
- Students are exposed to a variety of teaching and learning strategies (Marzano's highly effective instructional strategies)
- The strategies used are effective and address the learning objective(s)
- The strategies used are effective and support the needs of students
- The strategies used by the teacher allow for learning to be scaffolded
- The strategies used incorporate Bloom Taxonomy
- The teacher explicitly teaches students how to use command terms appropriately
- The students can apply the process related to the appropriate use of command terms
- The teacher's instructional approach is student centered and promotes inquiry

### **Formative assessment (informal and/or formal)**

- Formative assessment is an integral part of the teacher's instructional process
- Formative assessment is tied to the learning objective(s)
- Students are engaged in the formative assessment while teacher rotates among students to check their work
- The teacher provides students with individualized, constructive feedback
- Feedback to students is given in alignment with the learning objective(s)
- The teacher varies the tools and strategies for formative assessment
- The teacher uses the data collected to inform teaching (evidence of a different instructional approach, a different teaching strategy, or a different method to present new learning)
- The teacher uses the data collected to enhance students learning by providing students with constructive and timely feedback (evidence of different assessment tools (observation, exit cards, graphic organizers, a short quiz, tasks to reinforce learning, tasks to apply to learn, rubrics, checklists, etc.))
- Students are engaged in self- and/or peer-assessment.

|                               |        |                       |
|-------------------------------|--------|-----------------------|
| Teacher :                     | Class: | Area of focus :       |
| Strengths                     |        | Areas for improvement |
|                               |        |                       |
| Comments :                    |        |                       |
| Monitored by _____ Date _____ |        |                       |

## 3.6 Classroom Audit

The way we structure the learning environment indicates what we believe about how children learn. Take a close look at your teaching and learning space by completing an audit for your classroom. *You can access the “classroom audit” document from [Classroom Audit Jan 2022.docx \(sharepoint.com\)](#)*

1) Following should be displayed in your classroom.

| On Display                            | Present or Absent |
|---------------------------------------|-------------------|
| IAA Mission & Vision                  |                   |
| IAA HQDLT                             |                   |
| IAA - My Rights...My Responsibilities |                   |
| IB Learner Profile                    |                   |
| Code of Conduct for Assessments       |                   |
| Global Citizenship                    |                   |

2) Following should be displayed and specific to the **latest unit** that you are teaching.

The **font size should be large** enough that everyone in the class should be able to see and refer to them.

| On Display   | Present or Absent |
|--|-------------------|
| Objectives/Criteria for Subject  |                   |
| Statement of Inquiry   |                   |
| Concepts – Key and Related   |                   |
| Global Context   |                   |
| Inquiry Questions  |                   |
| Subject-specific terms/vocabulary  |                   |
| Subject-specific ATLs / Generic ATLs   |                   |
| Grade-Level Global Citizenship Poster<br>(using the template introduced in December) |                   |

3) Displaying student work

| On Display  | Present or Absent |
|---|-------------------|
| Student work – final product                        |                   |
| Student work – showing process and ongoing learning |                   |

4) Who appears to have ownership of the classroom? Highlight which one.

|         |         |      |
|---------|---------|------|
| Student | Teacher | Both |
|---------|---------|------|

5) In addition to the above, describe special features in your classroom (including resources) which encourage exploration, pursue of interests, challenge and independent learning.

6) If you were a parent touring the school, would you want your child to spend a year learning in this space? Highlight your rating and justify your response.

|                   |   |   |   |                    |
|-------------------|---|---|---|--------------------|
| 5 (most positive) | 4 | 3 | 2 | 1 (least positive) |
| Justification     |   |   |   |                    |

7) Explain how you would improve on your classroom to make it more inviting and to reflect high expectations.

## 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 6-12. 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 Toddle at the start of every week, students and parents will be informed to check there for missed work. It is important that Toddle 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 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 note from the nurse. In such circumstances, the parents / guardians must come to school, in person, to pick up their child.

## 5.1 Pastoral Counseling

As educators, we recognize the vital role we play in the holistic development of our students. Beyond academic growth, their emotional well-being and personal growth are equally important. To address these needs, our school provides a comprehensive Pastoral Care Counseling program aimed at supporting students' mental, emotional, and social well-being.

The aim of this section is to provide teachers with an overview of the school counseling services available to students, and the collaborative role teachers play in ensuring students' success and emotional well-being.

### **Role of School Counselors:**

Our school counselors work collaboratively with students, parents and staff to address students' personal/social and academic needs. They provide a range of services to support students in their educational journey and personal growth. The school counselors do not take on a disciplinary role.

### **Personal/Social Support:**

- Offering individual or group counseling to address students' personal and social concerns, such as stress, anxiety, self-esteem, low motivation, and relationship issues.
- Providing a safe and confidential space for students to express themselves, explore their emotions, and develop healthy coping strategies.
- Developing preventive programs on topics like bullying, conflict resolution, and mental health awareness.

### **Student Advocacy:**

We strive to create an inclusive and equitable educational environment for all students. The following statements highlights the school counselor's role in advocating for students:

#### **1. Student Empowerment:**

School counselors empower students by promoting their voices and encouraging active participation in their educational journey. They foster self-advocacy skills, helping students articulate their needs, express their concerns and seek appropriate support. By empowering students, counselors contribute to their development as independent individuals capable of advocating for themselves.

#### **2. Ensuring Equity and Inclusion:**

School counselors work to eliminate barriers that hinder students' academic and personal success, including biases, discrimination or systemic inequalities. They promote equal access to resources, programs, and opportunities, ensuring that every student's voice is heard and valued.

#### **3. Collaborating with Stakeholders:**

School counselors collaborate with staff, parents, administrators, and other stakeholders to advocate for students' needs. They engage in open communication, sharing insights and perspectives on student development, mental health and academic progress. By collaborating, counselors help ensure that students' unique requirements are addressed effectively.

#### **4. Identifying and Addressing Systemic Issues:**

School counselors have a crucial role in identifying systemic issues that may impact students' well-being and academic success. They advocate for changes within the school system, policies, and practices to create a more inclusive and supportive environment. They raise awareness about social justice issues, equity and the importance of embracing diversity.

#### **5. Connecting Students to Resources:**

School counselors serve as a bridge between students and resources within and beyond the school community. They ensure that students have access to appropriate resources that promote their overall well-being.

#### **6. Promoting Social-Emotional Learning:**

School counselors advocate for the integration of social-emotional learning (SEL) into the curriculum and school-wide practices. They emphasize the importance of SEL in fostering students' emotional well-being, resilience and interpersonal skills. By promoting SEL, counselors advocate for a comprehensive educational approach that nurtures students' holistic development.

#### **Collaboration Between Teachers and School Counselors:**

Teachers and school counselors play complementary roles in supporting students' overall well-being. Here are ways in which teachers can collaborate with school counselors:

##### **1. Referrals:**

- Teachers can refer students to the school counselor using this [form](#) when they observe signs of emotional distress, or significant behavioral changes.
- Collaborate with the counselor to provide relevant information and insights that may contribute to understanding and addressing student needs.

##### **2. Communication and Updates:**

- Maintain open lines of communication with the school counselor to exchange relevant information about students' progress, challenges, and any additional support they may require.
- Share updates on students' social interactions, emotional well-being, or significant life events that may impact their academic performance.

##### **3. Professional Development:**

- Attend professional development sessions or workshops offered by the school counseling department to gain insights into effective strategies for supporting students' mental health and well-being.
- Seek guidance from the school counselor regarding best practices for managing challenging student situations.

#### **Confidentiality:**

It is essential for teachers to understand and respect the confidentiality of students' discussions with the school counselor. Confidentiality allows students to feel safe and build trust. However, certain situations may require the counselor to disclose information to appropriate parties, such as instances of self-harm, harm to others, or when someone is harming the student.

## 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; teachers will give students a pass and counselors will write a note upon returning to class.
- **Peer Helpers**—trained students who help their peers with issues and concerns.

## 5.2 Recording of Positive and Negative Behaviour

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 (refer to *My Rights, My Responsibilities* and *Ladder of Consequences*) 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 also 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

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.

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## 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 Toodle 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 add an infraction for the student on Toodle, you must email/call the parents to explain why this was necessary. Please cc the grade leader.

Toodle's Behaviour Management system 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: 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 speak 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 G4 to G12

- I will take care of my device and other devices.
- I will bring my device to school with a fully charged battery.
- It is my responsibility to back up my work/files either using my offline device storage or the online cloud-based services offered by the school.
- 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. 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 my 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 hateful 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 if necessary.
- I will not attempt to access others' files.
- I will manage online distractions.
- I know that if I break the rules, there will be consequence.
- I will make good choices about when and how often I get in touch with my friends online.
- I understand the importance of using a proper tone in my online communications with others, especially my teachers and that I should do that during working hours only.
- I understand there are school, Jordanian and international laws to handle cybercrimes.
- I understand my responsibilities and rights as a creator in the online spaces where I consume, create and share information.
- I am aware of potential malware attacks, and I understand that not all software/apps available online are safe to be downloaded and used on my personal device or any of the school devices.
- I understand I am not allowed to take photos/videos/sound recordings of IAA users using any of my personal devices.
- I understand that I should never use my private personal e-mail accounts for school-based communication. In addition, I may not send an email to (or "spam") a class, an entire grade level, or any group within the school.

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## Parents

- 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

## School

- We will educate students on digital citizenship, including topics such as online etiquette, internet safety, and responsible technology use.
- We will be available to answer the questions you have about technology.
- We will provide you with useful and reliable resources to enhance your learning.
- We will promote a safe and secure online environment by implementing appropriate security measures, such as firewalls, antivirus software, and content filtering.
- We will enforce consequences for any violations of the Acceptable Use Agreement and address any incidents of cyberbullying or inappropriate online behavior promptly and effectively.
- We will integrate technology into the curriculum in meaningful and purposeful ways, enhancing students' learning experiences and preparing them for the digital world.

## **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. Under no circumstances may students listen to their own personal music on headphones.

### **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.

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## 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 / resources
- Breaking or damaging school equipment
- Damage to physical/software of ICT resources.

## 5.11 Students – My Rights, My Responsibilities

### I, the Student, have the right to...

- Be safe and secure in school
- Learn and freely express my opinions, feelings and ideas
- Be treated fairly and with respect from all staff and students
- Be regularly informed of my progress
- Use school resources and facilities appropriately
- Expect that my property, when stored properly, will be safe
- Form, organize and/or join student-led school clubs to promote common interests that are aligned with the school pillars
- Provide my opinion on the policies of the school
- Present a complaint to a member of staff or to the Student Representative Council in a respectful manner if the decisions made by the school do not seem to be in my best interest, and to expect a response.

### I, the Student, have the responsibility to...

- Attend school regularly and on time and follow assigned schedules
- Come to class prepared
- Do my best and meet deadlines
- Respect teaching and learning, whether inside or outside the classroom
- Respect others' opinions, feelings, beliefs and ideas
- Recognize that my behaviour, whether in or out of school, reflects upon myself and my school community
- Follow the rules and procedures of the school
- Always be honest in my work
- Look after my own possessions, respect other people's property and share school resources responsibly
- Value and protect the natural and physical environment
- Act, whether in person or online, in a way that does not threaten the well-being or dignity of any person
- Serve as a responsible bystander, by informing staff about any behaviour that may cause harm to anyone.

Students are reminded that images, postings, dialogues, and information about themselves or others posted on the Internet are public information. Content that is brought to the attention of the IAA that brings the name of the school into disrepute is subject to further investigation. IAA reserves the right to appropriately respond to these incidents, including taking disciplinary action.

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## 5.12 Ladder of Consequences

If a student chooses not to accept his/her responsibilities or negatively impacts on the rights of others, the school's disciplinary procedure will be followed as outlined in the "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 Emailing Parents

All communication to parents should be through school sanctioned means: school phones and school emails. No communication should take place through personal accounts and social media.

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 Teacher Plus. Please ensure these emails are cc'd to the Grade Leader and the appropriate coordinator (6-8, 9-10 or 11-12).

## 6.2 Calling Parents

Teachers should be aware that all phone calls 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.

## 6.3 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 wish 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. Use to search for books or e-books, find information from curated *Websites*, articles from free databases all via the search facility on Destiny at any time from school or home. [IAA Secondary Library Website](#)

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

### Destiny Collections

Destiny Collections are created specifically to support IAA curriculum and students by collecting, curating and organising by topic published, websites, videos, book and non-book resources. Students can also see collections to guide their reading of fiction e.g. mystery, new books, historical fiction. [Destiny Collections](#)

### Databases

The Secondary Library subscribes to several databases all of which are accessible 24/7.

[IAA Secondary Library Website](#)

Databases can be accessed automatically when on campus. Off campus use requires the usernames and passwords which are available on Toddle and from Library Staff. Database subscriptions include JSTOR, Gale Reference, and Britannica School. The library provides training throughout the year for research needs.

Further students have access to free databases including Medline Plus, CNN, TED Ideas worth spreading, Facts Monster via Destiny Discover. These databases are searchable via Destiny Discover – search box.

### Secondary Library Links

Students are directed to [Secondary Library Links](#) (or via Destiny Discover) for access curated resources including:

- Internet resources annotated and organised by school subject
- AI tools and how to use them
- Research Skills Tutorials

### Academic Integrity

The Teacher-Librarian also provides students with resources to encourage the practice of academic integrity, including reference services and citation help, specific research skills, understanding Turnitin reports, using AI tools with integrity.

## 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.

### **Secondary School phone call, Email and WhatsApp protocol for out of school hours.**

For the purposes of electronic communication both Email **AND** WhatsApp are included given the prevalence in the use of the latter as a means for team-working.

Please note

1. School HR may send communication at any time to relay important information that is needed due to changes in working conditions due to weather, or the continued impact of the Pandemic for example.
2. School HR and admin may enter into communication at any time when the safety and wellbeing of staff (individual or whole) is the purpose of the message.

School Days

- Admin will not call or send electronic communication to staff between 4.30 p.m. and 6.00 a.m.
- Colleagues should not call or send electronic communication to each other between 4.30 p.m. and 6.00 a.m.
- Admin may reply to calls or electronic communication sent during this period if they are online themselves.

Weekends

- Admin will not call or send electronic communication to staff between the hours of 4.30 p.m. on a Thursday and 6.00 p.m. on Saturday.
- Colleagues should not call or send electronic communication to each other between the hours of 4.30 p.m. on a Thursday and 6.00 p.m. on Saturday.
- Admin may reply to calls or electronic communication sent during this period if they are online themselves.

Holidays

- Admin will not call or send electronic communication to staff from 4.00 p.m. of the last working day before a holiday until 10.00 a.m. on the penultimate day of the holiday.
- Colleagues should not call or send electronic communication to each other from 4.00 p.m. of the last working day before a holiday until 10.00 a.m. on the penultimate day of the holiday.
- Admin may reply to calls or electronic communication sent during this period if they are online themselves.

## 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   |
|---|---|
| <b>GENERAL NOTES</b>  | <ul style="list-style-type: none"> <li>• 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.</li> <li>• Teachers who are on DUTY must not use their phones during the break-time (except for school based emergencies) or be chatting with colleagues.</li> <li>• 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.</li> <li>• G6 students are only allowed to be in the Cafeteria, Library or back play area – if you see them elsewhere please move them on.</li> </ul>   |
| <b>Upstairs Corridors (North and South) &amp; Bridge</b>                  | <ul style="list-style-type: none"> <li>• When break time begins give students up to 5 minutes to use their lockers. During this time monitor student behaviour.</li> <li>• Food should not be eaten inside the building. Politely ask students to stop eating until they are outside.</li> <li>• After 5 minutes ask students to leave the building by the nearest exit.</li> <li>• 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.</li> <li>• <b>Actively patrol, at all times during break, both</b> the corridors and over the bridge to keep an eye that students do not re-enter.</li> <li>• Keep a close eye on the blind spots and toilet areas.</li> <li>• 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.</li> <li>• Monitor student behaviour until the bell goes for the break to end.</li> </ul> |
| <b>Downstairs Design/Arts Corridor</b>                                    | <ul style="list-style-type: none"> <li>• Students are not allowed in these corridors during breaks, unless they have permission from the Arts or Design teachers (see below) – students should be asked to leave if they enter.</li> <li>• Food should not be eaten inside the building. Politely ask students to stop eating until they are outside.</li> <li>• <b>Actively patrol, at all times during break the</b> corridor to keep an eye on behaviour.</li> <li>• Keep an eye on the blind spots and toilet areas.</li> <li>• Students may not be in any of the main Music, Art or Design rooms without the presence of a teacher.</li> <li>• 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.</li> <li>• In last 5 minutes of break, ask students to make their way to their next lesson.</li> </ul>   |
| <b>Outside Between Buildings (From Bridge to end of Science Corridor)</b> | <ul style="list-style-type: none"> <li>• There are lots of “blind-spots” so movement up and down the area is essential.</li> <li>• The only students permitted to enter the Moon Garden are from Grade 11 and 12.</li> <li>• 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.</li> <li>• Students should not be allowed to re-enter any of the entrances in this area until 5 minutes before the end of break.</li> <li>• Remind students to place their litter in the rubbish bins.</li> <li>• Monitor student behaviour and ask overly boisterous students to move on.</li> <li>• Pay specific attention to the “blind-spots” at the far end to ensure no inappropriate behaviour is going on.</li> <li>• <b>Regularly (every 5 mins. or so) walk up and down</b> the area to keep an eye on behaviour.</li> </ul>  |

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| <p><b>Between Buildings<br/>(From Bridge to<br/>Community Square)</b></p>                                       | <ul style="list-style-type: none"> <li>• Students should not be allowed to re-enter any of the entrances in this area until 5 minutes before the end of break.</li> <li>• 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.</li> <li>• Remind students to place their litter in the rubbish bins.</li> <li>• Monitor student behaviour and ask overly boisterous students to move on.</li> <li>• Walk up and down the area rather than stopping in one spot in order to activate your role.</li> <li>• <b>Regularly (every 5 mins. or so) walk up and down</b> the area to keep an eye on behaviour.</li> </ul>   |
| <p><b>Football Pitch - Small</b><br/><br/><b>Football Pitch - large</b></p>                                     | <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Monitor student behaviour while they are playing. No rough play is permitted.</li> <li>• If there are too many students encourage them to split up the field fairly.</li> <li>• 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.</li> <li>• Remind students to place their litter in the rubbish bins before leaving the pitch.</li> <li>• With regards to the larger, back pitch, make sure that students do not go near the pumping and electricity stations.</li> <li>• Regularly make sure that no students are hiding in the blind spot BEHIND the smaller, front pitch.</li> <li>• <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></li> <li>• 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.</li> </ul> |
| <p><b>Back Play Area<br/>(Spida, gardens,<br/>benches and walk-<br/>way to the<br/>building's entrance)</b></p> | <ul style="list-style-type: none"> <li>• Only G6 is permitted to play on the "Spida" or the area directly around it.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Students must not walk on the mud or on the planted areas – they should keep to the paths/ grass at all times.</li> <li>• Remind students to place their litter in the rubbish bins before leaving</li> <li>• <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></li> </ul>   |
| <p><b>Outside Cafeteria</b></p>   | <ul style="list-style-type: none"> <li>• Students may not enter the cafeteria <u>until</u> the bell for break has sounded.</li> <li>• Students may not enter the cafeteria <u>once</u> the first bell for the end of break has sounded.</li> <li>• Students do tend to congregate around the benches but their behaviour should be monitored - ask overly boisterous students to move on.</li> <li>• Remind students to place their litter in the rubbish bins.</li> </ul>  |



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|  | <ul style="list-style-type: none"> <li>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”.</li> <li><b>Walk around the area rather than stopping in one spot in order to activate your role.</b></li> </ul>  |
| <b>Cafeteria</b>                             | <ul style="list-style-type: none"> <li>Students may not enter the cafeteria before break begins or after the first bell that signals the end of break.</li> <li>There <u>MUST</u> be <u>TWO</u> lines in the Cafeteria. The duty teachers must ensure that these two lines are formed unless there is only one pay station open.</li> <li>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.</li> <li></li> <li>While the queues are busy at the beginning of break the duty teachers should remain at the queues. After the queues die down, the duty teachers should move around the cafeteria.</li> <li>Students should either eat sitting down at the tables or move out of the cafeteria. Students should not be permitted to walk around eating.</li> <li>Students are not permitted to sit on the tables.</li> <li>Students are not permitted to play around in the cafeteria. Boisterous students should be asked to step outside.</li> <li>Remind students to place their litter in the rubbish bins before leaving the cafeteria.</li> <li>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.</li> <li>Students should not start visiting the bathrooms in the 5 minutes when they should be leaving the cafeteria.</li> </ul> |
| <b>Basketball area / path to the library</b> | <ul style="list-style-type: none"> <li>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.</li> <li>If there are too many students encourage them to take turns and monitor to make sure this happens fairly.</li> <li>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.</li> <li>Students should not trample on the gardens close to this area.</li> <li>Students should not move further behind the cafeteria – to the maintenance offices/buses – as this area is off limits.</li> <li>Move between this area and the path towards the library/gym.</li> <li>Only G9 and up students are allowed at the gym area during breaks. <b>Grade 6-8 students are NOT permitted to go to the gym at all during breaks.</b></li> <li>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.)</li> <li>Students are NOT permitted to run or climb on the hills in this area.</li> <li><b>Walk around the area rather than stopping in one spot in order to activate your role.</b></li> <li>Students should be asked to begin moving inside 5 minutes before the end of break.</li> </ul>        |

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| <b>Community Square – in front of cafeteria</b> | <ul style="list-style-type: none"> <li>• This is the most popular area for students to eat and congregate outside during break times.</li> <li>• Remind students to place their litter in the rubbish bins.</li> <li>• <b>Walk around the area rather than stopping in one spot in order to activate your role.</b></li> <li>• Students should be asked to begin moving inside 5 minutes before the end of break.</li> <li>• Students wishing to visit the Mosque (2<sup>nd</sup> break only) or Finance offices may not do so in the last 10 minutes of break – turn them back if they should try.</li> </ul>  |
| <b>Community Square – Arts area</b>             | <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Remind students to place their litter in the rubbish bins.</li> <li>• <b>Walk around area rather than stopping in one spot to activate your role.</b></li> <li>• Students should be asked to begin moving inside 5 minutes before the end of break.</li> <li>• Students wishing to visit the Mosque (2<sup>nd</sup> break only) or Finance offices may not do so in the last 10 minutes of break – turn them back if they should try.</li> </ul> |
| <b>Moon Garden</b>                              | <ul style="list-style-type: none"> <li>• This new area is designed for Grade 11 and 12 only as a place for them to have a quiet and calm space to relax during break.</li> <li>• As with all other duty areas, walk around and actively patrol the area.</li> <li>• Remind students to place their litter in the rubbish bins.</li> <li>• Students should be asked to begin moving inside 5 minutes before the end of break.</li> <li>• Students who turn up to the area in the last 5 minutes should be politely asked to return to the location of their next classes.</li> </ul>   |
| <b>Mosque</b>                                   | <ul style="list-style-type: none"> <li>• Students are only permitted to use the mosque in 2<sup>nd</sup> break and only under the supervision of Mr. Kayed – who will lead the prayers on a daily basis.</li> <li>• Students may not visit the mosque by themselves.</li> </ul>   |

### Activities

All teaching staff members are expected to run one school activity for one semester or for one Service As Action duration. However 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.

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## 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 Tossle
- 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 students must 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 and continue.
- 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 every child has been picked up.

## STUDENTS

# 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 and Floor Manager 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 and 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 for G6-8 (for G9-10 – students can wear own PHE kit of neutral colours)
- 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: Neat; if long, it must be tied
- Girls: Long hair should be tied back neatly for G6-9.

## Footwear

- Black or white 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
- For ripped jeans, rips above the knees are unacceptable
- 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](mailto:SecondaryAppointments@iaa.edu.jo) to inform Security of the name of the speaker and date and time of arrival.

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## 11.3 PTA

The PTA Executive Committee is comprised of IAA parents and staff, 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](mailto:pta@iaa.edu.jo).

# 12 SCHOOL POLICIES

## Academic Integrity Policy

As defined in the IB Academic Integrity publication, academic integrity is a “guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals”. It must be embedded within the “ethical culture” of the school community and practiced by everyone – students, staff and parents. This ensures that students continue adhering to this principle in all aspects of their lives.

## Assessment Policy

This policy establishes a shared understanding of assessment and its role in learning at the International Academy - Amman (IAA). We view assessment as a tool to reflect on progress; assist in identifying misconceptions; reflect the growth and inform on instructional practices. Assessment is one of the components in the synergistic relationship that exists between the written, taught, and assessed curriculum.

## Inclusion Policy

Inclusive education at IAA is a process of addressing and responding to the diversity of needs of all learners through reducing barriers and increasing participation in the learning community. IAA will facilitate learning environments where the school community embodies the Pillar of Acceptance and welcomes the challenge and benefits of diversity.

## IT Policy

This Policy establishes the parameters for technology resources usage and serves to enhance staff and students’ awareness of our obligation to hold certain information confidential, and to protect the integrity of the IAA’s property and interests. This Policy supplements all existing laws, regulations, agreements, and contracts, and any other IAA policy, which currently apply to information confidentiality and technology resources.

## Language Policy

IAA ensure that the following practices about languages are implemented:

- All teachers are language teachers regardless of discipline or grade level;
- Home language development in Arabic is vital in order to develop cognitively in addition to maintaining cultural, heritage and community links;
- All languages are equally valuable; however, English is the language of instruction at IAA;
- Additional support is provided for the development of English and the home language of Arabic to support students in fulfilling their educational and social potential;
- All members of the school community have an important role in a student’s language development either through use of language and/or promotion of language learning;
- The school community should be encouraged to acquire and develop additional language/s; and
- Students of other home languages should also receive additional support (where practicable).

## Safeguarding and Child Protection Policy

This policy forms the basis for ensuring the continued prevention, protection and well-being of all members of the IAA community and indicates procedures the community will take to ensure the continued safety and protection of all, with a specific focus on children and young people, hereafter referred to as students.