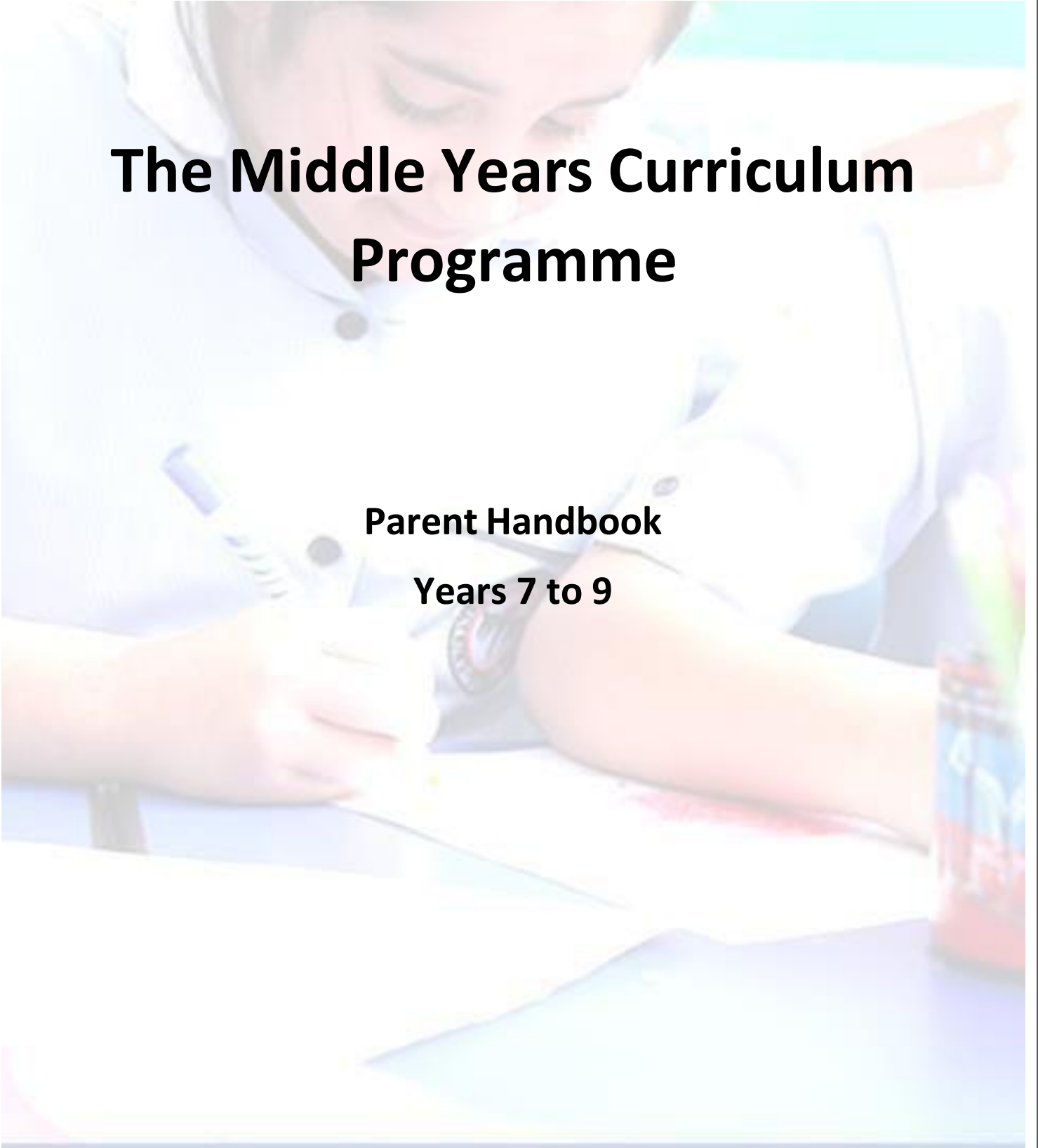


مدرسة الإمارات الدولية
Emirates International School

The Middle Years Curriculum Programme

Parent Handbook

Years 7 to 9





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The Middle Years Programme (MYP)

The MYP is designed for students aged 11 to 16 and provides a framework of learning that creates challenging opportunities for both independent and collaborative investigation, creativity, problem solving and critical thinking.

The teachers at EISJ create opportunities for thinking beyond the classroom which allows our students to be entrepreneurs, innovators and ambassadors for change.

The MYP accommodates national and local curriculum requirements and builds upon the knowledge and skills developed in the Primary Years Programme (PYP) and prepares students to meet the needs of the academic challenges of the final phase of the MYP in Years 10 and 11, the Diploma or Careers Related Programme in Years 12 and 13 (DP or CP) and beyond.

The table below shows the IB learning phase that your child will be undertaking:

| Year group | Phase of learning |
|-----------------|---|
| Years 1 to 6 | PYP (Primary Years programme) |
| Year 7 | MYP (Middle Years Programme) Phase One |
| Years 8 and 9 | MYP (Middle Years Programme) Phase Two |
| Years 10 and 11 | MYP (Middle Years Programme) Phase Three |
| Years 12 and 13 | DP (Diploma Programme) or CP (Career-related programme) |



A warm welcome to our new and established parent community as we start the new academic year 2023-24.

This guide is designed to answer any questions you have about your child's learning experiences from Years 7 to 9.

As Assistant MYP Coordinator, I look forward to working with our young people this year. We will embark on a year full of inquiry based and collaborative learning, project work across subjects and extra-curricular activities within our EISJ school community of friends, teachers and support staff.

Whether your child is new to EISJ, or progressing to the next year group or MYP phase; it is important that you take some time to read this guide with your child.

Our theme this year is 'Challenge' and we will be asking our students to challenge themselves in many different ways. This may be academically, through sport and extra-curricular activities, performances, team work or becoming better citizens in their school or wider community. With support, we will be encouraging our young people to step outside of their comfort zones to be the most empowered version of themselves that they can be.

I look forward to following the success stories of our students as they continue along the path of the IB learner.

Miss Weeks

Assistant MYP Coordinator

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The ten IB learner attributes



The IB Learner Profile

The IB Learner Profile is at the heart of the International Baccalaureate and is also at the heart of everything we do at EISJ.

The IB Learner Profile comprises of ten attributes and responsibilities which go beyond academic success and help students to meet the needs of the IB programme: to develop internationally minded people with a shared commitment to building a better and more peaceful world.

All EISJ students are expected to take every opportunity to develop their own learner profile. In doing so, students learn to respect themselves, others and the world around them.

The UN Sustainable Goals

The 17 Sustainable Development Goals (SDGs) are both a call for action and an agreement of collaboration by both developed and developing, in a global partnership. Sustainable Development targets have been set by the international community for 2030 and it is important that our young people are both aware and empowered to contribute towards these goals.

Through both the learner profile and the SDGs students have the opportunity to explore global challenges such as poverty, inequality, climate change and peace and justice.



SUSTAINABLE DEVELOPMENT GOALS

| | | | | | |
|-------------------------------|-----------------------------------|---|---|---------------------------------------|---|
| 1 NO POVERTY | 2 ZERO HUNGER | 3 GOOD HEALTH AND WELL-BEING | 4 QUALITY EDUCATION | 5 GENDER EQUALITY | 6 CLEAN WATER AND SANITATION |
| 7 AFFORDABLE AND CLEAN ENERGY | 8 DECENT WORK AND ECONOMIC GROWTH | 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE | 10 REDUCED INEQUALITIES | 11 SUSTAINABLE CITIES AND COMMUNITIES | 12 RESPONSIBLE CONSUMPTION AND PRODUCTION |
| 13 CLIMATE ACTION | 14 LIFE BELOW WATER | 15 LIFE ON LAND | 16 PEACE, JUSTICE AND STRONG INSTITUTIONS | 17 PARTNERSHIPS FOR THE GOALS | SUSTAINABLE DEVELOPMENT GOALS |

The Five ATL skills categories



Approaches to Learning (ATL) skills

At EISJ we strive to develop learning skills that support students through their developmental phases but also promote life-long learning.

Students develop, practice and master a wide range of skills across the MYP Programme, these are known as the ATL Skills.

The ATL Skills consist of five skill categories. These are introduced, practiced and mastered according to students' particular developmental stage.

These skills are assessed by teachers throughout the curriculum against the students' stage of development and reported on using a grading scale from 'Exceeding Expectations' to 'Cause for Concern'.

MYP Concepts and Contexts

There are sixteen **Key Concepts** that students will explore through subject disciplines. They will also use these concepts to explore issues, events and ideas through cross-curricular projects. All students will experience at least one of these projects per year though their subjects in various combinations.

There are six **Global Contexts**. A 'lens of learning' through which students will pose questions, investigate and learn using independent, collaborative and teacher led support.

All units of study begin with a statement of inquiry through which selected concepts and contexts will be explored.

The sixteen Key Concepts

| | | | |
|-------------|---------------------|---------------|-----------------------|
| Aesthetics | Change | Communication | Communities |
| Connections | Creativity | Culture | Development |
| Form | Global interactions | Identity | Logic |
| Perspective | Relationships | Systems | Time, place and space |

The Six Global Contexts

- Identities and Relationships**
- Orientation in Time and Space**
- Personal and Cultural Expression**
- Scientific and Technical Innovation**
- Globalisation and Sustainability**
- Fairness and Development**



Subject Groups of Study

The table below shows the subject areas at EISJ. The MYP 7-9 Curriculum Overview Document for each subject provides further information on the units of study in each subject.

| MYP subject group | Subject |
|--------------------------------------|--|
| Language and literature | English Arabic A |
| Language Acquisition | Arabic B French, Spanish |
| Mathematics | Mathematics |
| Sciences | Integrated Science |
| Individuals and Societies | Geography, History |
| Arts | Theatre, Music and Visual Art |
| Design | Product Design, Food and Nutrition |
| Physical and Health Education | Physical and Health Education |
| Additional MOE subjects | Islamic Education Moral studies, Social Studies |

Form Time:

Form Time plays a crucial role in the development of the school and student learning, well-being and academic success. The Form Tutor has daily contact with students in their form-class and plays a major part in fostering positive approaches to learning, to the school and in the community as a whole. Each day is themed to ensure students have time to develop their reading skills, work collaboratively on their Service As Action projects, develop their learning skills whilst providing touch points for reflection and focus on well-being.

Monday - Mindful Mondays (guided reading)

Tuesday – Take Action Tuesdays (Service As Action projects)

Wednesday - Wellbeing Wednesdays

Thursday - Thoughtful Thursdays (Learning to Learn)



The School Day

The school day consists of seven teaching periods or lessons from Monday to Thursday and five teaching periods on a Friday. Students will be expected to be in their Form Rooms with their form tutors by 7.40 am (except Fridays where there will not be form time and students will go straight to their first lesson at 7.40 am). During form time, students will be registered and given important information for the day. It is important that students are punctual to avoid late marks.

At the end of the school day, students will be released from lessons at 14.50 from Monday to Thursday and 12.40 on Fridays.

It is important that students arrive to school 'ready to learn' and with the correct uniform and equipment.

| | Form time 7.40 – 8.00 | Lesson 1 8.00 – 8.50 | Lesson 2 8.50 - 9.40 | Break 9.40 - 10.10 | Lesson 3 10.10 - 11.00 | Lesson 4 11.00 – 11.50 | Lesson 5 11.50- 12.40 | Lunch 12.40 – 13.10 | Lesson 6 13.10 – 14.00 | Lesson 7 14.00 – 14.50 |
|-----------|--------------------------|-------------------------|-------------------------|-------------------------|---------------------------|---------------------------|---------------------------|------------------------|---------------------------|---------------------------|
| Monday | | | | | | | | | | |
| Tuesday | | | | | | | | | | |
| Wednesday | | | | | | | | | | |
| Thursday | | | | | | | | | | |
| Friday | No form time | Lesson 1 7.40- 8.30 | Lesson 2 8.30- 9.15 | Lesson 3 9.15- 10.00 | Break 10.00- 10.20 | Lesson 4 10.20- 11.05 | Lesson 5 11.05 – 11.50 | Buses leave 12.00 | | |

Standard classroom equipment list:

A compatible laptop that can run and use the Microsoft suite (iPads and tablets are not appropriate).

Writing pens and pencils

Ruler

Glue

Scissors

Highlighters

Erasers and sharpener

Coloured pencils

Copy book or exercise books

Clear pencil case (essential for examinations)

Additional equipment:

Students will be asked to bring in additional equipment or ingredients in subjects such as Visual Arts, Food Preparation and Nutrition, Textiles and Design. Students will be advised in advance and it is imperative that they organise equipment prior to the lesson.

Transport: We liaise with Diamond Lease as our authorized company to provide quality and safe transportation for students. Further details are available on the school website. It is important that students arrive at their designated point on time, embark and disembark safely, wear their seatbelts and behave appropriately.

Cafeteria: The school operates an account system, students use an account card to purchase healthy food and drink items. Details will be given to students on their arrival. Students can also bring their own packed lunches.

The school has a healthy eating policy and it is important that students who bring packed lunches have a balanced meal, avoiding highly processed and junk foods. The canteen is supervised by teaching staff during every break time and lunch time.

The School Uniform Policy

Students should arrive to school in the correct uniform with appropriate black school shoes or trainers. Trainers, sneakers, sports shoes or black shoes with colours or logos are not considered appropriate.

- Blue Shirt with the school logo (available in boys and girls' style and cut).
- Black trousers or skirt (trousers must not be denim, 'skinny' or legging style, sports trousers are not considered appropriate, skirts should sit below the knee when sitting down).
- School jumpers with the school logo and branding are available from the school uniform shop. Items without the school logo will not be permitted.
- Female students must not wear nail polish. Girls are allowed a wristwatch and one set of stud earrings only. Female students with long hair should tie it back for school.
- Male students are not allowed any jewellery except a wrist watch. They should have neat short hair, trimmed so it is above the ears and collar. Exaggerated hairstyles are not acceptable.
- Unusually coloured hair is not suitable or acceptable

Physical Education

- PE set – tops and shorts with school logo (available in boys or girls' style).
- Plain black sports trousers (If leggings are worn, shorts must be worn over the top).
- Appropriate sports trainers (Vans or Converse style shoes are not appropriate).
- All jewellery must be removed and long hair should be tied back before activity.
- Long sleeved undershirts and sports hijabs are appropriate to cultural needs.
- One piece school swimsuit for girls and school shorts for boys, swim hat, towel, goggles and appropriate flip-flops/slippers for pool side.
- School jumpers or hoodies are not permitted for Physical Education.

The School Shop is open from Monday to Saturday, closed on Sundays (excluding Public Holidays)

09:30 am -02:00 pm

02:00 pm-03:00 pm (closed)

03:00 pm-06:00pm

Only one parent can accompany the child/children inside the shop.

Our dressing rooms are temporarily closed, therefore there is no possibility for trying the uniform in the shop. However, uniforms can be exchanged within 7 days.

Please be reminded that presenting the receipt is mandatory for any exchange.

To order online, the Uniform catalogue is available on the school website. Home → Registration Overview → Uniform





Supporting Student Learning

Each unit or topic of study will start with a statement of inquiry. This will include the global context and key concepts that students will explore.

Teachers at EISJ utilize a range of teaching strategies to meet individual student needs so that students are able to self-regulate their own learning.

We support our MYP students to independently achieve a balance in their thinking process, be open-minded to account for different perspectives and be able to communicate themselves and their thoughts creatively, accounting for audience and context.

| | |
|------------------------|--|
| Inquiry Based | Provoking curiosity in order to structure and sustain exploration. |
| Concept Driven | Planning and teaching through concepts that are transferable to new contexts/situations. |
| Contextualized | Reaching beyond the scope of individual subjects to establish relevance in the real world. |
| Collaborative | Promoting effective teamwork and purposeful/productive work. |
| Differentiated | Providing access to learning for a diversity of learners and needs. |
| Informed by Assessment | Balancing assessment of learning, and to inform future learning. |
| Personalised | Tailored to the needs of the individual. |

Teachers develop varied tasks that allow students to demonstrate their skills and understanding. These may include open-ended, problem-solving activities and investigations, organized debates, presentation, hands-on experimentation, analysis and reflections.

Assessment strategies and tools (rubrics, checklists, portfolios) are designed to allow the students to show real understanding through flexible and appropriate application in new contexts. Recording and reporting provides students with detailed feedback on their level of achievement according to the criteria of the subjects. Assessment can be formative (on-going throughout a unit to check understanding and provide further support) or summative (to make an attainment judgement at the end of a period of learning)



External and Internal assessment

Students will be assessed throughout Years 7 to 9 through a mixture of external and internal assessment.

External assessment:

Students will be assessed through the Granada Learning suite of assessments (GLs, CAT 4, PASS and NGRT).

Teachers will prepare students when and where appropriate prior assessment.

It is important that students do their very best so that their teachers can understand their abilities, needs and potential.

PASS:

The Pupils Attitudes to Self and School (PASS) survey is a short self-evaluation survey used to get an insight into attitudes that could be affecting pupil and school performance. PASS helps identify possible barriers to learning, including issues around confidence and resilience and motivation.

GLs:

GL is an abbreviation for Granada Learning; these assessments in English, Maths and Science take place yearly and give a clear picture of attainment and progress; making it easy to measure year on year progress.

CAT 4:

CAT 4 assessment are held in years 6, 8, 10 and 12 and normally run within the first three weeks of term for all students in these year groups. The information is used by their teachers for two years before they sit the next wave of tests.

New students or students that have not completed the CAT 4 assessment in the previous year (if they are entering Year 7 or 9) will need to take these tests at the start of the academic year.

CAT 4 is an assessment of reasoning ability which can identify where student's strengths lie without being tied or framed to a particular area of the curriculum.

NGRTs:

New Group Reading Test is a test designed to drill down into student reading and comprehension skills. NGRT allows comparison between decoding skills and sentence completion against passage comprehension.

TIMSS:

Trends in International Mathematics and Science study – Some Year 9 students will be selected for this



Internal assessment

Students are also assessed internally by their teachers.

This is necessary so that teachers can measure understanding and progress against what is being taught in units of study and provide additional support or challenge where necessary.

Typically, assessments will run at the end of a unit of study and students will be informed by their teachers so that they can be best prepared.

Each subject is split into 4 criterion (A, B, C and D) and students will be assessed at least twice against these criterion in the academic year. A grade is given out of eight for each of these criterion.

These four assessment criterion are added together to give a total out of 32. This total is converted into a single grade which is grade out of 7. The grade descriptors are given on the next page.

Assessment and reporting cycle

| Reporting Session | Criterion |
|-------------------|---------------|
| Term 1 | A, B and C |
| Term 2 | A, B, C and D |
| Term 3 | A, B, C and D |

Assessment and Reporting

We will be initiating a new assessment and reporting process this year.

By the end of Term 1, all students will be assessed summatively in Criterion A, B and C. This will allow both students and teachers more time to focus on each strand of each Criterion fully. By the mid term mark (half way through the school year in term 2) they will also have been assessed in all strands of Criterion D.

During Terms 2 and 3. Students will be assessed summatively once more on each of the criterion. All students will be assessed twice by the end of the academic year as directed by the IB.

Parents will receive Progress Reports on the Criterion covered at the end of Terms 1, 2 and 3. An overall grade will be given based on all assessment data at the end of the year.



MYP grade boundaries and overall level descriptors

This is the total mark that students achieve across all four criterion based on a best fit approach of two assessments over the year. Each criterion is assessed out of 8 to give a total possible mark of 32.

The total mark is then used to come to an overall MYP Level which teachers will reports on at the end of the school year.

| Grade Boundaries /32 | Overall MYP Level | Overall Level Descriptor |
|----------------------|-------------------|--|
| 1-5 | 1 | Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and skills. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills. |
| 6-9 | 2 | Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills. |
| 10-14 | 3 | Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations. |
| 15-18 | 4 | Produces good quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations. |
| 19-23 | 5 | Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations, and, with support, some unfamiliar real-world situations. |
| 24-27 | 6 | Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence. |
| 28-32 | 7 | Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations. |



IB Criterion

As previously mentioned each subject will assess students in Criterion A, B, C and D twice in an academic year so that teachers can make a judgment on an overall MYP Level. The table below shows the Criterion for each subject.

| MYP Subject Group | MYP Subjects Taught | Criterion A /8 | Criterion B /8 | Criterion C /8 | Criterion D /8 |
|--|--|-------------------------|--------------------------|-------------------------|--------------------------------------|
| Language and Literature | English Arabic A | Analyzing | Organizing | Producing Text | Using Language |
| Language Acquisition | Arabic B French Spanish | Listening | Reading | Speaking | Writing |
| Mathematics | Mathematics | Knowing & Understanding | Investigating patterns | Communicating | Applying Maths in real life contexts |
| Science | Integrated Science | Knowing & Understanding | Inquiring & Designing | Processing & Evaluating | Reflecting on the Impacts of Science |
| Individuals and Societies | Geography History | Knowing & Understanding | Investigating | Communicating | Thinking Critically |
| Arts | Theatre Music Visual Art | Investigating | Developing | Creating Performing | Evaluating |
| Design | Food & Nutrition Product Design ICT | Inquiring & Analyzing | Developing Ideas | Creating a Solution | Evaluating |
| Physical & Health Education | Physical and Health Education | Knowing & Understanding | Planning for Performance | Applying & Performing | Reflecting & Improving Performance |
| Interdisciplinary Note: there are only 3 criterion where students are assessed across a combination of subjects. | Subject Combination | Evaluating | Synthesizing | Reflecting | |

What is Service as Action?

Service as Action is a core component of the IB Middle Years Programme. It is **a compulsory and essential element for every student** which involves students taking part in a range of activities alongside their academic studies.

Service activities should evolve beyond simply doing for others but rather through the demonstration of an understanding of wider issues (eg poverty, literacy, pollution, climate change), justifying the need for service and initiating meaningful actions with members of the community to contribute towards a solution.

Below are the types of Service as Action experiences in the Middle Years Programme:

| | |
|------------------|--|
| Direct Service | Where students interact directly with people, animals, or the environment. |
| Indirect Service | Where students' actions benefit people, animals, or the environment but they do not interact directly with them. |
| Advocacy | Where students promote awareness and understandings of a cause or a concern to promote action on an issue of public interest. |
| Research | Where students collect information through varied sources, analyse data, and report on a topic of importance in order to influence policy or practice. |

The table below shows the expected projects to be completed by students in each year group:

| Year Group | Service and Action Experiences |
|---------------|---|
| Year 7 | <ul style="list-style-type: none"> • One Form project • One Group Project (4-6 students) • Two ongoing individual experiences |
| Year 8 | <ul style="list-style-type: none"> • One Form project • One Group Project (4-6 students) • 3 ongoing individual experiences |
| Year 9 | <ul style="list-style-type: none"> • One Form project • One Group Project (4-6 students) • Four ongoing individual experiences |



Requirements for Academic Progress

All students following the MYP Programme must meet the following requirements to be successfully promoted to the next academic year:

- As a school we expect students to maintain 98% attendance.
- 85% minimum attendance - in accordance with the KHDA and EISJ attendance policy
- Meet curriculum expectations (level 3 or above) by the end of each year of the MYP. In Year 8 students must be 'on track' to meet their end of year targets and curriculum expectations.
- Successfully complete all Service as Action requirements.

*Students who do not meet the requirements above may be required to repeat the academic year. Cases are reviewed on an individual basis.

Academic Honesty Policy

Academic honesty means to perform all academic activities without plagiarism or receiving unauthorized assistance. Where students submit work based on independent research, it is important that they acknowledge the original source and author. Students will be taught how to reference sources of information correctly by their teachers. It is important that the work submitted by students is their own so that their teachers can assess understanding and provide support or challenge as needed.

What are the consequences of academic dishonesty in the IB Middle Years Programme?

Sanctions

Level 1 – When the student is caught plagiarizing for the first time, he or she must repeat the assignment or complete an equivalent assignment. Parents will be informed and a copy of this will be kept on the students' records.

Level 2 – When a student is caught plagiarising for a second time, a parent meeting will be called with the relevant teaching staff, HOD, IB Coordinator and the student. A failing grade will be given for the assignment. Again, a record of this will be kept on the student records.

Level 3 – When a student is caught plagiarising for the third time, an interview process will be in place with the student, parents, MYP Coordinator and the Deputy Head of Secondary.

Where two students are involved; the same process will apply to students who have given their work to others to plagiarise, it is therefore important that your child does not share their individual work for this purpose.



Homework Policy

Students are regularly assigned work at home. This includes and is not limited to; project work, research, problem solving tasks, additional reading and essays. The student’s homework record in terms of submission and completion to the appropriate standard is noted on their termly reports.

The amount of homework given will vary across the school; but as a general rule:

- Year 7 students can expect approximately 5-6 hours of homework each week.
- Year 8, and 9 students can expect approximately 6-10 hours of homework each week.

At EISJ, we are keen to develop the independent learning skills of our students and strive for them to aspire to inculcate the traits of the IB Learner Profile, students are involved in the setting of deadlines and are responsible for organizing their time appropriately to manage long-term projects. Teachers expect homework to be done properly and punctually. Parents will be notified should a student repeatedly fails to submit school work.

Behaviour Policy

The school operates a three-tier behavior policy system which is summarized below:

| Level | Level 1 | Level 2 | Level 3 |
|-------------|--|--|---|
| Infractions | Class disruption Low effort/poor classwork Late Homework Late to lessons Failing to bring correct equipment Using language to exclude or insult Inappropriate use of devices (including mobile phones) Inadequate uniform Low level bullying | 3x Level 1 High level class disruption Vandalism/Graffiti Abuse of BYOD Bullying Fighting Truancy Plagiarism/Cheating Using inappropriate language Unsatisfactory academic progress Attendance | Repeated Level 2 infractions Breaking local law(s) Violent/obscene behaviour Possession/use/abuse of: alcohol/solvents/smoking/ substances Theft Possession/use of offensive weapon Plagiarism at IBDP/IBCP |
| Personnel | Teacher, Tutor | Teacher, Tutor, HoD, HoY | HoY, Assistant Head: Pastoral |
| Process | Verbal Warning Email home / form tutor Make note on MSchool 10 minute Break/Lunch Time reflection with class teacher | Complete referral form Contact Tutor/HoD/HoY Parent meeting with HoD/HoY (& IB Coordinator in instances of Academic Malpractice) Make note on MSchool 30 minute break/lunch in reflection room Internal Suspension Referral Tutor/HoY Behaviour Report Card issued | Complete referral form Immediate referral to Assistant Head: Pastoral Parent Meeting Suspension (External/Internal) KHDA referral SLT Behaviour Report Card issued |



Smartphone and Device Policy

We recognise that smart phones, watches and other devices are part of everyday life for many students and that they can play an important role in helping students to feel safe and secure. However, we also recognise that they can prove a distraction in school and can provide a means of bullying or intimidating others.

Use of Smartphones / Mobile Phones in lessons:

- Power off and hidden in backpacks. Must not be visible in lessons.
- Only visible if a teacher has authorised this for learning purposes. Scanning QR codes, research, other learning initiatives.
- Students must be sent to the secretary office if there is a reason to call home.
- **If a student's laptop/device runs out of battery, they must not use their phone. They will need to use their notebook, or paper.**

Use of Smartphones / Mobile Phones during break and lunch:

- No phones are to be used in lessons or any part of the campus. This includes movement between lessons, break and lunch times and entry and exit points.
- Mobile phones must not be visible when students are walking around campus.
- Appropriate use of mobile phones only as instructed by staff.
- Mobile phones should not be used for making calls on Campus.
- Social media apps are not permitted. Including WhatsApp, Snapchat, Instagram and TikTok.
- Taking photos/selfies are not permitted.

Sanction Policy:

- **Level 1** - Verbal warning, students will be asked to turn their phone off and put it back into their backpack/bag.
- **Level 2** - Students will be asked to place the phone on the teacher's desk. The phone will be given to the student's Head of Year or The Deputy Head for safekeeping and can be collected at the end of the day.
- Parents will be contacted and the incident reported on MSchool.
- If these warnings continue with the same student, they will be immediately referred to the Deputy Head.
- In a case of inappropriate use of mobiles/devices, bullying or intimidating students or staff, students will receive a mobile/device ban.

Internet safety is important to the school. The school has a firewall system to prevent access to inappropriate sites using the school Wi-Fi. Students may be asked to complete independent research using their own laptop or device during lessons. Any student found either accessing inappropriate sites or consistently being off-task due to device distractions will have their device removed. Parents will be contacted and a meeting arranged with the Deputy Head Teacher to discuss further action or support required.



Reward Policy

It is essential that students are recognised and awarded for their efforts and achievements in their subjects and there are a number of ways that students are recognised.

House Points:

The school operates a House System, each child is allocated a House on arrival. There are a number of outdoor activities, projects, quizzes and challenges that students can participate in throughout the year to contribute to their house total points.

Teachers can also award students house points during their lessons where students have been able to demonstrate their application of the IB learner profile in any of the ten attributes:

Knowledgeable, Risk-takers, Caring, Reflective, Inquirers, Open-minded, Balanced, Principled, Thinkers or Communicators.

Students who regularly try their best or excel in a subject are also recognised in termly award ceremonies by their teachers, Heads of Year/Department and the Senior Leadership team.

After School Activities (ASAs)

Our strong ASA programme has something for every child and has been recognised as one of the best programmes of its type in Dubai. Our Duke of Edinburgh programme is offered to students at three different levels and is progressive: Bronze, Silver and Gold. These awards are based on expeditions made outdoors either in the UAE or overseas.

Some of last year's activities included:

| | | | | | |
|--------------------------------|------------------|-----------------|--------------------|--------------------------|---------------|
| Law-society | Google Sketch-up | MUN | Farmer's Market | Self-care club | F1 in Schools |
| Swim Club | Dance Cardio | Best buddies | Crochet Club | Basketball | Cricket |
| Creative writing | Year-book club | Italian for fun | Python programming | Chess club | Textiles |
| STREAM and Physics experiments | ECO-dyeing | Rounders | Arts and Crafts | World Scholars Programme | Robotics |

Sign-up for activities take place during form time, with form teachers filling in the student selections. The activities offered at our school aim to develop well-balanced, motivated and independent young people. We advise you to encourage your child to be involved in as many activities as possible. Participation in after school activity will enable your child to expand their horizons, learn new skills, develop competences and is a great way for them to stay active and healthy.



Student help and support

Happiness, safety and well-being are our priority in the EISJ community and our staff are always happy to help; students should not be worried or concerned in speaking to any teacher throughout the day.

In the first instance; form tutors are usually the first point of contact and are there to provide support to students who may be having difficulties or adjusting to school life. Form tutors will start the day with their students to provide the one to one support they might need.

Heads of Year provide an additional Level of support:

Ms Katherine McDonald – Head of Year for Year 7 – kdonald@eischools.ae

Ms Shamsa Kabir – Head of Year for Years 8 to 9 – skabir@eischools.ae

Mr Robert White, our Assistant Head and Dean of students oversees pastoral needs across the High School – whiter@eischools.ae

Our Safeguarding Leads are Mr Robert White and Dr Rose should students need support with issues that may be having a serious impact on their safety or welfare.

Dr Rose: rkamath@eischools.ae

To ensure parents receive timely and accurate information to any queries they may have, they should use the Key Staff Contact details below:

Pastoral concerns or support:

- Attendance and timetable/subject queries - **Form Teacher** (The email address can be found on the class homepage on Managebac).
- Attendance, early departure during the school day and well-being issues – **Heads of Year (Katherine Mc Donald for Year 7 kdonald@eischools.ae or Shamsa Kabir for Years 8-9 skabir@eischools.ae).**
- Wider attendance and well-being issues – **Assistant Head Teacher and Dean of students (Robert White – whiter@eischools.ae)**

Academic concerns or support:

For Subject-specific queries (individual assessments, class resources, missed lessons/assessments) **class teachers and Heads of Department should be contacted.** The email address for class teachers can be found on the class homepage on Managebac. The table on the next page provides information on the subject groups and the Head of Department contact details.

| MYP subject group | Subject | Head of Department |
|-------------------------------|--|--|
| Language and literature | English Arabic A | Neelum Nadeem: nnadeem@eischools.ae Mushira Salama: msalama@eischools.ae |
| Language Acquisition | Arabic B French, Spanish | Hala Kamal: hmoustafa@eischools.ae Jose Hernandez: jhernandez@eischools.ae |
| Mathematics | Mathematics | Anthony McIntosh: amcintosh@eischools.ae Jose Hernandez: jhernandez@eischools.ae |
| Sciences | Integrated Science | Lopa Bhatt: lbhatt@eischools.ae |
| Individuals and Societies | Geography, History | Mike Pike: mpike@eischools.ae |
| Arts | Drama, Music and Visual Art | TBC |
| Design | Product Design, ICT Food and Nutrition | Sairah Shaukat: sshaukat@eischools.ae Alan Kaid: akaid@eischools.ae |
| Physical and Health Education | Physical and Health Education | Caroline Ogun: cogun@eischools.ae |
| Additional MOE subjects | Islamic Education Moral studies, Social Studies | Mohammed El Awadi: meelawadi@eischools.ae |

Wider Curriculum Issues should be addressed to:

Assistant MYP Coordinator: Miss Elizabeth Weeks – eweeks@eischools.ae

MYP Coordinator: Mr Steve Wellman – swellman@eischools.ae

Deputy Head of High School, in charge of curriculum: Mr Richard Cranston – rcranston@eischools.ae

Updating contact details:

All parents are asked to provide contact details (address, phone numbers and email addresses) so that the school can contact you.

If you think that any of your details might have changed; please contact the school so we can update our records.

Miss Elizabeth Weeks

Assistant MYP coordinator



We welcome all our students for the coming academic year and if you have any additional concerns not covered in this guide, please do not hesitate to contact the assistant MYP coordinator- eweeks@eischools.ae



مدرسة الإمارات الدولية
Emirates International School

