

IB Middle Years Programme

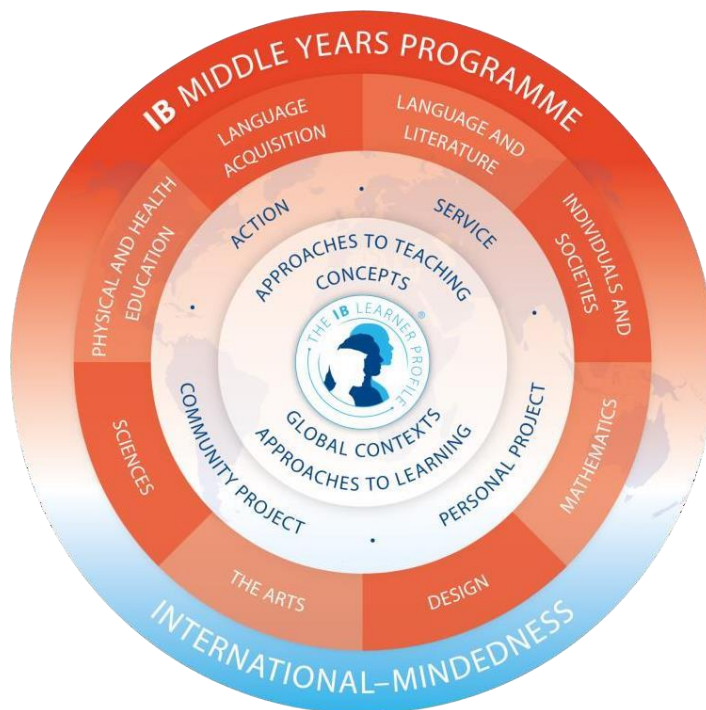


Parent Handbook

Year 10 & 11

2023 - 2024

EMIRATES INTERNATIONAL SCHOOL- JUMEIRAH





Contents Page:

| | |
|--|-------|
| IB Mission statement | 3 |
| Welcome message | 3 |
| Key dates for Year 10-11 | 3 |
| The MYP in Years 10-11 | 3 |
| The fundamental concepts of the MYP | 4 |
| Key Concepts | 4 |
| Approaches to Learning | 5 |
| Learner Profile | 5 |
| Global Contexts | 6 |
| Service as Action | 6 |
| Subject Overview for Years 10-11 | 7 |
| Subject Options for Years 9 and 11 | 8 |
| Non-MYP Subjects | 8 |
| Assessment and Progress in the MYP | 8-9 |
| The Personal Project | 9-10 |
| The Inter-Disciplinary eAssessment | 10-11 |
| Internal Assessment | 11 |
| MYP Subject Specific Criteria | 11 |
| MYP Grade boundaries and level descriptors... .. | 12 |
| Reporting Cycle | 13 |
| Academic Honesty @ EIS-J | 13-14 |
| Homework policy | 15 |
| Managebac – Our Virtual Learning Environment | 15 |
| Academic requirements and promotion | 16 |
| Key Contacts | 16 |

IB Mission Statement:

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

Welcome message

It is my pleasure to welcome each of you to our school community as we start a new academic year. This guide is designed to answer any questions you have about your child’s learning experiences in Years 10-11. As MYP Coordinator for Years 10-11 I will ensure that your child fully understands the requirements of the MYP programme, is supported fully and challenged appropriately. Your child can expect a rich and varied learning experience based around inquiry, action and reflection. In the last two years of the Middle Years Programme students will develop their learning skills to the full, engage in collaborative practice, and undertake project work, an ePortfolio, a personal project and will engage in modern eAssessment practices. I look forward to working with you to ensure that your child has an enriching, happy and successful year.

Mr Steve Wellman – MYP Coordinator

E-mail: swellman@eischools.ae

Key dates for Years 10-11

- 24 October Year 11 MYP exhibition
- 23-30 Nov Year 11 mock MYP eAssessments
- 11 Jan Year 11 ePortfolio Day 1
- 24 Jan Year 10 assembly - Introduction to the Personal Project
- 30 January Year 9/11 Curriculum Fair
- 22 Feb Year 11 ePortfolio Day 2
- 1 March final Year 11 ePortfolio submissions for students
- 6-17 May Year 11 MYP eAssessments
- 20-24 May Year 10 End of Year eAssessments

The MYP in Years 10-11

Students in Years 10-11 continue to build on the knowledge and skills they have acquired with the International Baccalaureate’s Middle Years Programme (MYP) in Years 7-9. The MYP provides excellent preparation for the Diploma Programme and Career Related Programme in Years 12-13. Our Year 10 and 11 students have greater choice in what subjects they can pursue, selecting subjects from six of the eight subject groups. They explore significant concepts in a real world context in greater detail than before, promoting international mindedness through the consideration of global perspectives. The MYP curriculum and learning environments are designed to promote student inquiry, critical thinking and wider holistic development beyond the classroom walls. In years 10-11 our students continue to take inspiration from their learning to engage in the local and global community through our Service as Action programme, linking their service to seven key learning outcomes. They will consolidate their learning and develop their skills further in year five of the programme by completing the MYP e-Assessments, an ePortfolio and the Personal Project.

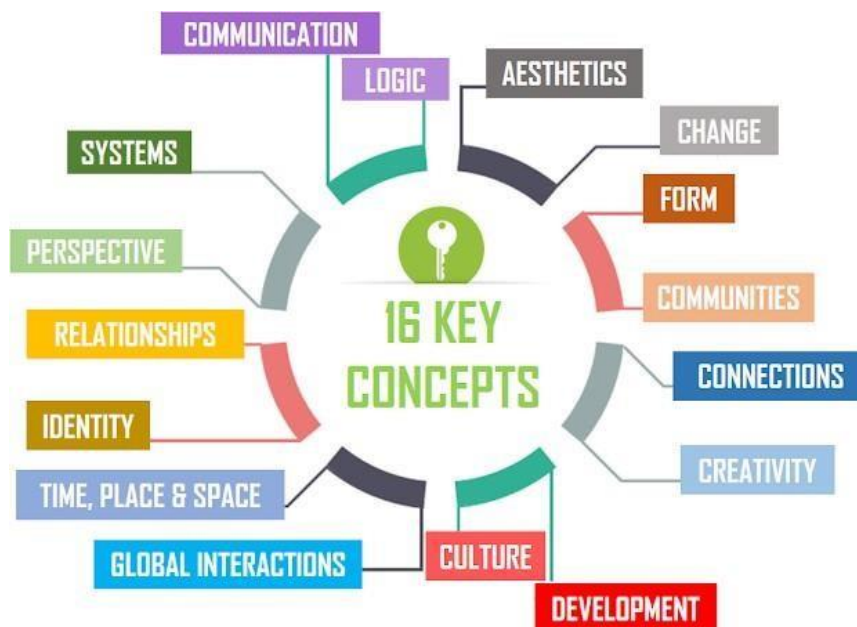
The MYP at EIS-J not only provides rigorous academic knowledge, it also supports students’ personal development, their emerging sense of self and their sense of responsibility to the wider community.

The fundamental concepts of the IB


- Intercultural Awareness – concerned with developing students’ attitudes, knowledge and skills as they learn about their own and others’ social and national cultures. By encouraging students to consider multiple perspectives, intercultural awareness not only fosters tolerance and respect, but also leads to empathy and understanding.
- Holistic Education - emphasizes the links between the disciplines, providing a global view of situations and issues. Students become more aware of the relevance of their learning, and come to see knowledge as an interrelated whole.
- Communication - the MYP stresses the central importance of communication, which is fundamental to learning, as it supports inquiry and understanding and allows student reflection and expression. The MYP places particular emphasis on language acquisition and allows students to explore multiple forms of expression.

Key Concepts:

Students use the foundations of subject specific content to explore larger key concepts that have significant relevance in individual subject disciplines but also help students make connections between subjects. These connections provide the foundation for our interdisciplinary units in each year of the curriculum.



Approaches to Learning (ATL):

| | |
|---|---|
|  | <p>We continue to support our Year 10&11 students to develop their learning skills to the full. The ATL skills consist of five skill clusters which are outlined below. These are introduced, practiced and mastered according to each student’s developmental stage.</p> |
|---|---|

| IB ATL skill categories | MYP ATL skill clusters |
|-------------------------|------------------------|
| Communication | Communication |
| Social | Collaboration |
| Self-management | Organization |
| | Affective |
| | Reflection |
| Research | Information literacy |
| | Media literacy |
| Thinking | Critical thinking |
| | Creative thinking |
| | Transfer |

Learner Profile:



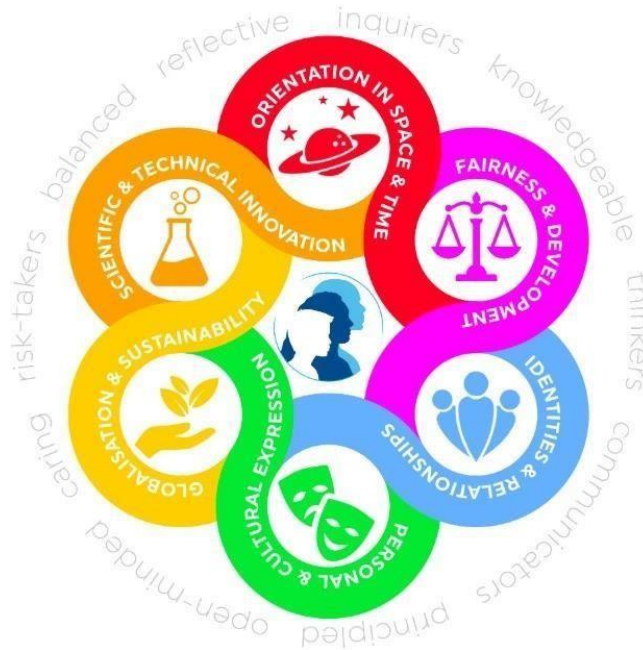
Students in Years 10-11 continue to develop their sense of self and character and this is measured through the IB Learner Profile. It comprises ten attributes and responsibilities which go beyond academic success and help students to meet the aims of the IB programme, namely “to develop internationally minded people with a shared commitment to building a better and a more peaceful world”. The IB learner profile forms the basis for our entire rewards system, as well as our house competitions. Students are expected to develop their own personal attributes to the full and by doing so are knowledgeable, inquirers, caring, principled, risk-takers, reflective, open-minded, thinkers, communicators and reflective learners.

Key Contacts:

ASA & House Coordinator - Mr Robert Cross: Email rcross@eischools.ae
 Assistant Head – Pastoral - Mr Robert White: Email whiter@eischools.ae

Global Contexts:

All units of inquiry within the MYP are designed to help students connect their learning to real world contexts and their personal experiences. All subjects promote international mindedness through exploring human identity and relationships between communities; global challenges and the scientific innovations used to solve them; how our actions have significant influence on time, place and space.



Service as Action:

Service as Action is a core aspect of the MYP programme and through it students demonstrate a commitment to service, making a positive difference to the lives of others and to the environment. Students in Years 10-11 are expected to engage with the seven SA objectives each year in a series of individual and group activities. The initiatives taken by our students have been widely recognized by the school, local, national and international community. All students in each year of the MYP at EIS-J have a minimum requirement for the successful completion of the Service as Action component.

To successfully complete Service as Action in Years 10-11 students must complete:

- 1 group project as a form group in each year
- 4 independent projects (individual and/or small groups) over the 2 years.
- They must cover all seven objectives at least once.
- Each project must have a written reflection recorded on Managebac.

Subject Overview for Years 10-11

To ensure students follow a broad and balanced curriculum that is benchmarked against national and international standards, our curriculum models consist of eight MYP subject groups and the MOE requirements.

Our individual subject overviews for Years 10-11 can be found at the following link:

<https://drive.google.com/drive/folders/1DAGavfzHDFwSOwjC2otBLIweQnST-hn1?usp=sharing>

| <u>MYP Subject Group</u> | <u>EIS-J subjects offered</u> | <u>Head of Department</u> |
|-------------------------------|--|--|
| 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 Standard Extended Mathematics | Anthony McIntosh : amcintosh@eischools.ae |
| Sciences | Integrated Science Biology Chemistry Physics | Lopa Bhatt : lbhatt@eischools.ae |
| Individuals and Societies | Geography History | Mike Pike : mpike@eischools.ae |
| Arts | Theatre Music Visual Art | TBC. |
| Design | Food & Nutrition Product Design ICT | Sairah Shaukat : sshaukat@eischools.ae |
| Physical and Health Education | Physical and Health Education | Caroline Ogun : cogun@eischools.ae |
| Additional subjects | Islamic education (MOE) Year 10 – STEM / Entrepreneurship | Mohammed El Awadi : meelawadi@eischools.ae |

All our units of inquiry and assessments are shared with students and parents via our Managebac platform so that you are aware of the upcoming learning and assessments for your child. If you have any subject specific questions, please do not hesitate to contact the HoDs above.

Subject options for Years 9 &11

Early in the Spring term we hold our annual Curriculum Fair for Year 9&11 students and their parents so that they can consult with our curriculum leaders and teachers to choose their subjects for the following two years. Our MYP curriculum is fully aligned with the IB Diploma and Career- Related Programmes to ensure students build a solid foundation for the next stage of their academic career.

Non-MYP subjects

The MYP framework provides flexibility in the curriculum to ensure that all national MOE requirements are met. In addition to the MYP subjects, our students take Islamic Education (all Muslim students), and STEM/Entrepreneurship.

Assessment and Progress in the MYP

Year 11 students register for MYP certification in September. This is a formal, internationally recognized qualification. The MYP certificate consists of two assessment formats; the on-screen e-Assessments and the e-portfolios. The on-screen e-assessments are two hour interactive examinations which use an authentic assessment approach to demonstrate conceptual understanding and the ability to apply knowledge in complex, unfamiliar contexts, including the use of global contexts.

The online examination subjects include:

- Language and Literature (English and/or Arabic first language)
- Mathematics
- Sciences
- Individuals and Societies (Geography/History)
- Language Acquisition (Arabic B, French & Spanish)
- Interdisciplinary assessment

Each e-assessment will be two hours in duration and will focus on a specified **global context** which will be announced in December each year. The e-assessments are marked externally. The interdisciplinary assessment will be based around the global context chosen for each session and to help prepare for it pre-release material will be given to schools early in April of Year 11.

For their remaining subject groups students will be required to submit ONE e-Portfolio of work. These subject groups are:

- Physical and Health Education
- Design (ICT or Food Technology)
- Arts (Music, Theatre or Visual Arts)

The e-Portfolios are completed between November and February, are marked internally, and are moderated externally. The e-Assessments, e-Portfolios and the Personal Project each count towards the MYP certificate and are mandatory components.

All Year 11 students are required to complete a Personal Project and must also meet the school's requirements for Service and Action in order to be eligible for the MYP certificate.

To gain the MYP Certificate students must pass each of the 6 eAssessments, the ePortfolio, and the personal project, with a minimum grade 3 in each of these. In addition to this, the total number of points required to gain the MYP Certificate is 28 points. Students who complete two Language and Literature online examinations are eligible for the MYP Bilingual Certificate. The maximum number of points that a student can achieve for the MYP Certificate is 56 points.

The Personal Project:

The Personal Project is an opportunity for all Year 11 students to conduct an independent learning project which showcases their growth throughout the five years of the programme. Students set their own learning and product goals which connect to their personal and academic interests.

The Personal Project is a mandatory component of the Middle Years Programme and has equal importance with all MYP subjects included in the MYP Certificate.

The Aims of the Personal Project:

- Participate in a sustained, self-directed inquiry within a global context.
- Generate creative new insights and develop deeper understandings through in-depth investigation.
- Demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time.
- Communicate effectively in a variety of situations.
- Demonstrate responsible action through, or as a result of, learning
- Appreciate the process of learning and take pride in their accomplishments.

Requirements:

Students must create three items:

A process journal. This includes the student's own reflections, information, planning and supervisor meeting records, and should stand as proof of all the work the student has put into the project. This is important for providing evidence of the ATL skills used throughout the process.

A product to demonstrate the learning that has taken place. The product is presented in an Exhibition, it can be a physical object, such as an artwork or model, or a display of achievement, such as photographs of an event or campaign.

A project report. This can be either an essay or a recorded audio-visual presentation in which the students reflect on their whole process. It must be a maximum of 15 pages in length.

Time frame

Students will begin the personal project in March of Year 10. They are guided through the Investigating and planning stages of the process during the summer term to ensure they are able to 'take action' with creating their final product over the summer vacation. Students are required to keep learning journals for all stages of the learning process and will submit drafts of the report as each criterion is completed. In late October Year 11 students showcase their final product to the school and wider community at the Personal Project Exhibition. The students design evaluations that take place during the exhibition that allow them to complete effective reflections for Criterion C. The Personal Project cycle should be completed by December to ensure students are able to focus on the e-Portfolios that are completed between November and February.

Guidance

All Year 10 students will have a panel interview in April at which they will be expected to discuss their project proposal (learning and product goal, the global context and the personal interests that have inspired the project). Shortly afterwards, they will be assigned a supervisor who will guide them and oversee the completion of the project. These supervisors may not be experts in the subject area of the project, as students are expected to select, apply and evaluate their own sources. Supervisors will be selected from among the school staff unless the student chooses to complete the project in a language which we cannot accommodate. In these cases, members of the surrounding community are encouraged to supervise in partnership with the school.

Assessment

Student projects are assessed by their personal supervisor. However, it is a compulsory requirement that a sample of student work be sent to the IB for external moderation purposes. The Personal Projects are graded according to the following equally weighted criteria:

| | |
|---|--|
| <p>Criterion A: Planning Maximum 8</p> | <p>i. State a learning goal for the project and explain how a personal interest led to that goal. ii. State an intended product and develop appropriate success criteria for the product. iii. Present a clear, detailed plan for achieving the product and its associated success criteria.</p> |
| <p>Criterion B: Applying Skills Maximum 8</p> | <p>i. Explain how the ATL skill(s) was/were applied to help achieve their learning goal. ii. Explain how the ATL skill(s) was/were applied to help achieve their product.</p> |
| <p>Criterion C: Reflecting Maximum 8</p> | <p>i. Explain the impact of the project on themselves or their learning. ii. Evaluate the product based on the success criteria.</p> |

The Inter-disciplinary eAssessment

IB publish pre-release material on the 1st April each year to help students prepare for the inter-disciplinary examination.

The interdisciplinary learning eAssessment explores the chosen global context through interdisciplinary lenses for two of the following subject groups:

- Language and literature
- Individuals and societies
- Sciences
- Mathematics.

These two subjects are explored in detail in the examination, although questions may be featured that require another subject to be considered and that include the opportunity to incorporate arts, design, PHE and language acquisition.

The teachers from their two chosen subject groups will collaborate and support students in their preparation for this examination. The interdisciplinary learning eAssessment (two hours) has two tasks; students should spend roughly one hour on each task. The structure of the examination ensures that students have time to provide detailed answers that demonstrate their creative and critical skills in an interdisciplinary setting. Reflecting will be assessed too.

Internal Assessment

Throughout each year of the MYP, our students are assessed using a variety of ongoing, formative and summative assessments which are graded using an assessment rubric. For all assessments, students are aware of the assessment strands being assessed and are provided with task specific clarifications to ensure they are aware of the expectations and success criteria. For each MYP subject there are four criterion and a mark out of 8 is awarded for each criterion. When all four criteria are assessed a total mark out of 32 is awarded and is then used to formulate an overall MYP level (1-7) using the MYP grade boundaries below. Students are assessed against each strand of all four criteria at least twice throughout each academic year, ensuring they have multiple opportunities to improve.

To ensure consistency in our MYP internal assessment, all assessments are set at a level of challenge which is appropriate for the end of each MYP phase. Parents and students use the Managebac gradebook to see both formative and summative assessment feedback as it happens. In addition to this, our report cards give a formal communication of students' attainment and progress throughout the year.

MYP Subject specific Assessment Criteria

| | Criterion A / 8 | Criterion B / 8 | Criterion C / 8 | Criterion D / 8 |
|-----------------------------|-------------------------|--------------------------|-------------------------|--|
| Language and Literature | Analysing | Organising | Producing text | Using language |
| Language Acquisition | Listening | Reading | Speaking | Writing |
| Individuals and Societies | Knowing & understanding | Investigating | Communicating | Thinking critically |
| Sciences | Knowing & understanding | Inquiring & designing | Processing & evaluating | Reflecting on the impacts of science |
| Mathematics | Knowing & understanding | Investigating patterns | Communicating | Applying mathematics in real-life contexts |
| Arts | Investigating | Developing | Creating / Performing | Evaluating |
| Design | Inquiring & Analysing | Developing ideas | Creating the solution | Evaluating |
| Physical & Health education | Knowing & Understanding | Planning for performance | Applying & performing | Reflecting & improving performance |
| Interdisciplinary | Evaluating | Synthesizing | Reflecting | NA |
| Personal Project | Planning | Applying skills | Reflecting | NA |

MYP Grade boundaries and Overall level descriptors

Using assessment data for all 4 criteria, teachers provide an overall level of performance using the IB prescribed mark bands.

| 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. |

Reporting cycle

| Reporting Session | Year 10-11 Assessment Criteria |
|-------------------|--------------------------------|
| End of term 1 | ABC |
| End of Term 2 | ABCD |
| End of Term 3 | ABCD |

Students and parents will receive three reports during the year. At the end of term one we will only report on criteria A-C for each subject. Thereafter we will report on criteria A-D.

As each criterion will be assessed twice or more this information will be used by teachers to come to an overall MYP grade at the end of terms 2 & 3.

Academic Honesty at EIS-J

EIS Jumeirah is committed to academic honesty and we will ensure that all students in the IB Diploma Programme, IB Career Related Programme and IB Middle Years Programme are aware of what this entails. While we trust that all students enrolled in the school will submit work of their own that is appropriately referenced, we feel that it is necessary to give guidelines as to what this means and what the consequences will be if any work does not meet this standard.

Academic Misconduct includes the following:

- Plagiarism or copying from another student.
- Plagiarism derived from copying from another text or source which is not referenced, or which is not the students own work.
- Obtaining unauthorised access to examination and other formative and summative assessment materials.
- Bringing unauthorised materials into the examination room and during any summative or formative assessments in the classroom.
- Deriving an answer through the use of a calculator or other means, when the syllabus, curriculum or component instructions specifically precludes its use.
- The actual or attempted involvement with other people when an examination or formal summative assessment has begun.
- Behaving in an inappropriate manner in the examination room and during summative assessments in the classroom (e.g., behaviour that causes disruption).
- Starting an examination or classroom assessments before the designated time.
- Ignoring specific procedures outlined by the invigilator and the teacher during examinations, test and summative assessments..
- In the case of external examinations, trying to remove or divulge the content of examinations before a board’s 24- hour rule.
- Submission of offensive or insulting content within coursework, summative or formative scripts and assessments.
- Changing academic results.
- Collusion: helping another student to be academically dishonest.
- Duplication: submitting work that is substantially the same for assessment in different courses without the consent of all teachers involved.

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

Sanctions

First time – When the student is caught plagiarising for the first time, he or she must repeat the assignment or complete an equivalent assignment. An email will also be sent to parents by the class teacher and a copy of this will be kept on the student's records.

Second time – 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 via a signed letter.

Third time – When a student is caught plagiarising for the third time, an interview process will be in place with the student, parents, IB Coordinator and the Deputy Head of Secondary. A failing grade will be given along with an internal suspension.

During formal IB assessment in the E-portfolio and Personal Project Academic honesty must automatically align with the IB policy.

During draft stages - When a student is caught plagiarizing during an initial draft of an assignment a parent meeting will be called to discuss his incident with the teacher, HOD and IB Coordinator. A formal disqualification warning letter is issued and kept on the student's record. The student is internally suspended and will be permitted to resubmit work completed under direct supervision of the teacher.

During final submission or second offences - When a student is caught plagiarizing in the final submission and/or for a second time (in any subject), the student is awarded zero marks, a failing grade for that assessment and is reported to the IB.

Using the 'Penalty matrix' sanctions range from:

- Zero being awarded in that subject only.
- Disqualification from the MYP with no opportunity to resit.
- Disqualification from all IB Programmes.

Supporting students with Academic Honesty:

We understand that Academic honesty and integrity are skills that need to be developed throughout the MYP Programme. In each year of the MYP programme class teachers share the academic honesty expectations aligned with the ATL skill 'communication' and 'research'.

In Years 10 and 11 we expect students to be able to produce a bibliography of sources used in a recognized format (Harvard) and use text citations independently. These skills are developed through assemblies, workshops, help sheets and modelling from teachers in classroom-based resources and are particularly important for the Personal Project in Year 11.

Homework Policy

The purpose of homework, or any informal assessments completed at home, is to promote individual extended learning opportunities outside of the classroom. Students are regularly assigned work to complete at home including, but not limited to: projects, essays, reading material, problem solving questions. Students are expected to complete and submit these assignments on time in order to receive feedback in a timely manner. Summative assessments are not set as homework to support students in ensuring they meet the academic honesty standards.

HOMework TIMETABLE

| Year Group | Time per subject (approx) | Total time per day (approx) |
|-------------------|----------------------------------|------------------------------------|
| 10 | 40 mins - 1 hour | 2-3 hours |
| 11 | 40 mins - 1 hour | 2-3 hours |

* Additional time is required to complete the Personal Project and Service as Action projects as these are designed to be completed independently, outside of school hours.

Managebac - our virtual learning environment

We use Managebac throughout the MYP as our online learning platform. It is accessed by students, teachers and parents alike, eliminating unnecessary paperwork. Managebac allows students and parents to:

- Monitor and track formative and summative assessments. This includes written feedback and numeric grades.
- View upcoming Units of Inquiry. Know more about what your child is learning in upcoming lessons.
- Maintain and check the online Service and Action Portfolio.
- Track and monitor progress with the Personal Project (in Years 10-11).
- Track a student's academic progress by subject throughout the year.
- Track and monitor a student's Approaches to Learning skills.
- Log Service as Action reflections.
- Access a student's school report at each of our reporting points.

Managebac allows students, parents and teachers to communicate effectively on the progress that is being made in all MYP subjects. Managebac enables parents and students to view important academic deadlines and events on our school calendar throughout the school year. It has the benefit of being a single online site that is used to store all MYP related materials.

For parental guidance on how to navigate Managebac, please visit:

<https://managebac.zendesk.com/hc/en-us/categories/360001059892-Parent-Help>

We also offer face to face training for parents who are new to the Managebac system during term 1 of the academic year; invites are sent via the student services email.

Academic requirements and promotion

All students following the MYP in Years 7-11 must meet the following requirements to be successfully promoted to the next academic grade:

- 85% minimum attendance - in accordance with the KHDA and EIS-J attendance policy. As a school we require students to maintain 98% attendance.
- Meet curriculum expectations (level 3 or above) by the end of each phase of the MYP; In Year 10, students must be 'on track' to meet their end of phase targets and curriculum expectations.
- Successfully complete all Service as Action requirements.

For promotion in to Year 12 for the IBDP and IBCP, all students in Year 11 must:

- Successfully complete the MYP Certificate:
 - 28 points minimum with a level 3 or above in all subjects.
 - Fully 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.

Students who do not meet the IBDP/CP entry requirements may be accepted onto the IB Courses Programme on an academic probation.

Key contacts:

- MYP Coordinator (Years 10&11) – Mr. Steve Wellman swellman@eischools.ae
- Assistant MTP Coordinator (Years 7-9) – Ms. Liz Weeks eweeks@eischools.ae
- Progress and Wellbeing leader (Years 10-11) - Mr Ryan Buckman rbuckman@eischools.ae
- Assistant Head Pastoral – Mr Robert White whiter@eischools.ae
- Classroom teachers and form tutors - please check the class homepage on Managebac.
- Head of Department emails can be found on Page 7 of this document.

Please do not hesitate to contact us with any queries you have. We are happy to help!