



مدرسة الإمارات الدولية - ميدوز
Emirates International School - Meadows

Programme Integration

Happy, Safe, and Successful
2023 - 2024

Our Curriculum Guarantee – The school ensures that all learners have access to a curriculum that meets their needs using the learning, teaching and assessment strategies described below. We ensure viability of the curriculum by allocating recommended curriculum time to each subject, arranging that time to maximise learning outcomes and by ensuring all teachers are suitable to teach the subject(s). We know this through the use of robust and rigorous Monitoring and Evaluation.

Curriculum Rationale - Early Years & Year 1 – Our unique and imaginative, student-centred play-based curriculum utilises the IB philosophy, standard and practices, further supported through the Early Years Foundation Stage Framework (EYFS) and elements of the Primary Years Programme (PYP), it provides a solid foundation from which the students feel ready for Year 2 and the rest of their learning journey across other sections of the school. Delivered by a team of expert homeroom practitioners and specialist teachers, cross curricular themes are innovatively delivered to develop critical thinking skills, thereby allowing for deep levels of learning across our wide variety of subjects including aspects of local and global cultures and heritage, supported by the effective integration of technology. Wonderful learning spaces allow exciting learning opportunities to be created which are loved by students, parents and staff. Our rich and diverse curriculum provides students opportunities to develop a wide range of skills and knowledge through creative 'play-based', physical, practical and real-life experiences, both inside and outside of the classroom. Teachers are both flexible and innovative when modifying the curriculum to support inclusivity, with high levels of personalisation embedded. Modifying the curriculum to follow the student's interests ensures high levels of engagement and provides students with the support required to achieve both their personal and academic goals. Regular opportunities are provided for students to engage in creative, enterprising and innovative learning opportunities, which are further enriched by special events, trips, visitors, clubs and peer led learning experiences.

EISM School Section	EISM Curriculum (What EISM students will learn)		Assessment Methods (How students will be assessed)		Reporting and Sharing with Parents	Learning & Teaching Strategies / Pedagogy	Monitoring & Evaluation (Quality Assurance)	Professional Development		Student Outcomes
	Academic	Beyond the Classroom	EISM Internal	External	How parents and students will be informed about learning and progress?	How our students will learn.	How we know about the quality of learning at EISM?	Phase specific CPD	Whole School CPD	
Early Years EY1 EY2 Year 1	Early Years Foundation Stage (2021) IB Units of Inquiry Areas of Learning: <ul style="list-style-type: none"> Communication & Language Personal, Social and Emotional Development Physical Development Literacy Mathematics Understanding the World Expressive Arts & Design Primary Years Programme (PYP) <ul style="list-style-type: none"> English Mathematics Science Art Physical Education Music Ministry requirements <ul style="list-style-type: none"> Arabic Additional <ul style="list-style-type: none"> Islamic Education 	Other Activities: <ul style="list-style-type: none"> Library Assemblies Outdoor learning provision Events: <ul style="list-style-type: none"> National Day International Day Sports Day Regular opportunities are provided for students to engage in creative, enterprising and innovative learning opportunities, which are further enriched by special events and trips	Internal Baseline assessments delivered by the teaching team Formative assessment through on-going observation Regular 'data captures' from formative assessment Recording of student learning journeys via Seesaw Portfolios EY2 Phonics assessments are delivered internally by the Teaching Team	Moderation of teacher judgements are made within school and against judgements of other schools in Dubai.	Meet the Teacher session Parent sharing sessions A web-based skills tracker, which provides photographic evidence of student learning (Seesaw) Curriculum Information sessions Weekly Newsletters Term 1 Parent – Teacher Conference Written progress report Term 2 Parent - Teacher Conference Term 3 Parent – Teacher Conference Written summative report	Quality First Teaching <ul style="list-style-type: none"> Play-based learning Continuous provision Adult-led provision Personalised Learning activities to support the needs of all learners Phased Phonics Programme Reward and behaviour strategies Marking and feedback strategies Development of Characteristics of Effective Learning	New teacher Probationary Process Learning Visits for all staff Looking for Learning Student Voice Parent and staff survey MER Process Ongoing monitoring of: learning, assessment practices, student learning, marking, feedback and the learning environment Ongoing results analysis: Are all groups making progress and achieving success? Senior leadership strategic and improvement planning, monitoring of targets and evaluation of outcomes EY Leader improvement planning, monitoring targets and evaluating outcomes	Staff development goals (Blue Sky) Play-based learning Seesaw Talk for writing Read, Write Inc. Assessment for Learning Moderation of teacher judgements Outdoor learning provision Classroom Assistant development sessions Share best practice with other Dubai Schools EY Teams	Internal: Safeguarding Health & Safety Learning & Teaching strategies linked to school improvement priorities Defining Learning Defining Innovation Personalised Learning Challenge Sharing of effective practice Lesson reflection Middle & Senior Leaders Training External: Teachers have opportunities to access external training that is linked to achieving school priorities	All students are happy, well cared for, challenged and have their needs supported Most students in EY1 – Y1 make above expected progress in their subjects

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Curriculum Rationale – Primary - Our dynamic, challenging, inquiry-based Primary Years Programme (PYP) curriculum framework integrates aspects of local and global cultures and heritage which is delivered by a team of expert homeroom practitioners and specialist teachers. Transdisciplinary themes are innovatively delivered, to develop critical thinking skills, thereby allowing for deep levels of learning across our wide variety of subjects, through the effective integration of technology. Our rich and diverse curriculum provides students opportunities to develop a wide range of skills and knowledge through creative, physical, practical and real-life experiences, both inside and beyond the classroom. Teachers are both flexible and creative when modifying the curriculum to support inclusivity, through high levels of personalisation, enabling students with the support to achieve both their personal and academic goals and inspiring students to achieve aspirational targets across the wide range of subjects on offer. Regular opportunities are provided for students to engage in creative, enterprising and innovative learning opportunities, which are further enriched by special events, trips, visitors, clubs and peer led learning experiences.

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	Academic	Beyond the Classroom	EISM Internal	External	How parents and students will be informed about learning and progress?	How our students will learn.	How we know about the quality of learning at EISM?	Phase specific CPD	Whole School CPD	
Primary Year 2 Year 3 Year 4 Year 5 Year 6	Primary Years Programme (PYP) <ul style="list-style-type: none"> English Mathematics Science Art Physical Education Music French Drama 	Other activities: <ul style="list-style-type: none"> Year group/phase assemblies Outdoor learning activities After School Activities (ASAs) Field trips Junior Duke Award Events: <ul style="list-style-type: none"> National Day International Day Camps Sports Day Qur'an Competition Subject linked events e.g. World Book Day Chevron Readers Cup (English & Arabic) Student Leadership COP 28 PYP Exhibition (Year 6) 	Formative assessment through on-going marking, questioning, homework and observation Regular 'data captures' from formative assessment (5x per year)	CAT 4 cognitive testing (Years 4&6) NGRT Reading (Years 2-6) GL Progress Tests (Years 4-6): English Maths Science PASS (Year 6) TIMMS, PISA & PIRLS as per international benchmarking cycle	Meet the Teacher session Parent sharing sessions A web-based skills tracker, which provides photographic evidence of student learning (Seesaw) Curriculum Information sessions Weekly Newsletter	Quality First Teaching Transdisciplinary Learning Subject-based Learning Challenges Personalised Learning activities to support the needs of all learners Self & Peer Assessment Effective Marking and feedback strategies Effective 'Transition' to aid social and academic integration Positive reward and behaviour strategies	New teacher Probationary Process Learning Visits for all staff Looking for Learning Student Voice MER Ongoing monitoring of: learning, assessment practices, student learning, marking, feedback and the learning environment Ongoing results analysis: Are all groups making progress and achieving success? Senior leadership strategic and improvement planning, monitoring of targets and evaluation of outcomes Subject Leader improvement planning, monitoring targets and evaluating outcomes	Staff development goals (Blue Sky) Use of data to inform planning Data analysis Seesaw PYP specific training (IBO) Read, Write Inc. Pen Pals Moderation of teacher judgements Classroom Assistant development sessions	Internal: Safeguarding Health & Safety Learning & Teaching strategies linked to school improvement priorities Defining Learning Defining Innovation Personalised Learning Challenge Sharing of effective practice Lesson reflection Middle & Senior Leaders Training External: Teachers have opportunities to access external training that is linked to achieving school priorities	All students are happy, well cared for, challenged and have their needs supported Most students in Years 2-6 make above expected progress in their subjects National Agenda Testing Almost All Years 4-6 Students achieve expected or above in English, Maths and Science Progress Tests Almost All Years 2-6 Students achieve expected or above in the NRGT test

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Curriculum Rationale – Lower Secondary – The Middle Years Programme (MYP) is a challenging and innovative framework that encourages students to make practical connections between their studies and the real world, also integrated are aspects of local and global cultures and heritage. Students who complete the MYP are very well-prepared to undertake the IB Diploma Programme (DP) or IB Courses. Delivered by a team of expert practitioners, the programme empowers students to inquire into a wide range of issues and ideas of significance locally, nationally and globally. The result is young people who are creative, critical and reflective thinkers. Interdisciplinary units are innovatively delivered, to develop critical thinking skills, thereby allowing for deep levels of learning across our wide variety of subjects, supported by the effective integration of technology. Our rich and diverse curriculum gives students opportunities to develop a wide range of skills and knowledge through creative, physical, practical and real-life experiences, both inside and beyond the classroom. Teachers are both flexible and creative when modifying the curriculum to support inclusivity, through high levels of personalisation, this provides students with the support required to achieve both their personal and academic goals, inspiring students to achieve aspirational targets across the wide range of subjects on offer. Regular opportunities are provided for students to engage in creative, enterprising and innovative learning opportunities, enriched by special events, trips, visitors, clubs and peer led learning experiences.

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	Academic	Outside the classroom The whole student	EISM Internal	External	How parents and students will be informed about learning and progress?	How our students will learn.	How we know about the quality of learning at EISM?	Phase specific CPD	Whole School CPD	
High Year 7 Year 8 Year 9	Middle Years Programme (MYP) <ul style="list-style-type: none"> Language acquisition Language and literature Individuals and Societies Sciences Mathematics Arts Physical and health education Design ICT Ministry requirements <ul style="list-style-type: none"> Arabic A & B Islamic Education Moral, Social and Cultural Studies 	Other activities: <ul style="list-style-type: none"> Year group/ phase assemblies After School Activities (ASAs) Student Leadership initiatives MUN World Scholars Cup Duke of Edinburgh International trips Cop 28 Events: <ul style="list-style-type: none"> National Day International Day Subject linked events e.g. World Book Day Sports Day Tech Fair Qur'an Competition Winter Concert Summer Concert MYP Arts Evening <p>Regular opportunities are provided for students to engage in creative, enterprising and innovative learning opportunities, which are further enriched by special events, trips, visitors etc.</p>	Formative assessment through on-going marking, questioning, homework and observation Regular 'data captures' from formative assessment (5x per year) Internal moderation of teacher judgements both within and across year groups Mock/ Practice Examinations Tracking of ATL scores in years 7 onwards.	CAT 4 cognitive testing (Year 8) NGRT Reading (Years 7-9) GL Progress Tests (Years 7-9): English Maths Science (not Year 7) Arabic Testing (ABT) Years 7 onwards PASS (Year 8) TIMMS, PISA & PIRLS as per international benchmarking cycle	Meet the Tutor session Parent workshops Curriculum Information sessions Weekly Newsletter Term 1 Parent-Teacher Conference Written progress report New to MYP session Managebac sessions Term 2 Parent - Teacher Conference Options Evening Year 9 Term 3 Parent-Teacher Conference Written summative report	Quality First Teaching Interdisciplinary Learning Subject-based Learning Challenges Personalised intervention strategies Personalised Learning activities to support the needs of all learners. Self & Peer Assessment Effective Marking and feedback strategies Effective 'Transition' to aid social and academic integration Positive reward and behaviour strategies Practical learning opportunities	New teacher Probationary Process Learning Visits for all staff Looking for Learning Student Voice Ongoing monitoring of: learning, assessment practices, student learning, marking, feedback and the learning environment Ongoing results analysis: Are all groups making progress and achieving success? Senior leadership strategic and improvement planning, monitoring of targets and evaluation of outcomes Subject Leader improvement planning, monitoring targets and evaluating outcomes	Staff development goals (Blue Sky) MYP Subject Training Use of data to inform planning Data analysis Moderation of teacher judgements	Internal: Safeguarding Health & Safety Learning & Teaching strategies linked to school improvement priorities Defining Learning Defining Innovation Personalised Learning Challenge Sharing of effective practice Lesson reflection Middle & Senior Leaders Training External: Teachers have opportunities to access external training that is linked to achieving school priorities	All students are happy, well cared for, challenged and have their needs expertly supported Most students in Years 7-9 make above expected progress in their subjects National Agenda Testing Almost All Years 7-9, students achieve expected or above in English, Maths and Science (not Y7) Progress Tests Almost All Year 7-9 students achieve expected or above in the NRGT test Almost All Year 7-9 students achieve expected or above in the ABT

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Curriculum Rationale – Upper Secondary – The Middle Years Programme (MYP) is a challenging and innovative framework that encourages students to make practical connections between their studies and the real world, also integrated are aspects of local and global cultures and heritage. Students who complete the MYP are very well-prepared to undertake the IB Diploma Programme (DP) or IB Courses. Delivered by a team of expert practitioners, the programme empowers students to inquire into a wide range of issues and ideas of significance locally, nationally and globally. The result is young people who are creative, critical and reflective thinkers. Interdisciplinary units are innovatively delivered, to develop critical thinking skills, thereby allowing for deep levels of learning across our wide variety of subjects, supported by the effective integration of technology. Our rich and diverse curriculum gives students opportunities to develop a wide range of skills and knowledge through creative, physical, practical and real-life experiences, both inside and beyond the classroom. Teachers are both flexible and creative when modifying the curriculum to support inclusivity, through high levels of personalisation, this provides students with the support required to achieve both their personal and academic goals, inspiring students to achieve aspirational targets across the wide range of subjects on offer. Regular opportunities are provided for students to engage in creative, enterprising and innovative learning opportunities, enriched by special events, trips, visitors, clubs and peer led learning experiences.

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	Academic	Outside the classroom The whole student	EISM Internal	External	How parents and students will be informed about learning and progress?	How our students will learn.	How we know about the quality of learning at EISM?	Phase specific CPD	Whole School CPD	
<p>High</p> <p>Year 10</p> <p>Year 11</p>	<p>Middle Years Programme (MYP)</p> <ul style="list-style-type: none"> Language acquisition Language and literature Individuals and Societies Sciences Mathematics (Extended and standard) Arts Physical and health education Design <p>BTEC Business Level 2</p> <p>Ministry requirements</p> <ul style="list-style-type: none"> Arabic A & B Islamic Education Moral, Social and Cultural Studies 	<p>Other activities:</p> <ul style="list-style-type: none"> Year group/ phase assemblies After School Activities (ASAs) Student Leadership initiatives MUN World Scholars Cup Duke of Edinburgh University Fairs International trips Service as Action activities 'Transition weeks' from MYP to DP, mix of academic and non-academic activities promoting well-being and a healthy lifestyle Cop 28 <p>Events:</p> <ul style="list-style-type: none"> National Day International Day Subject linked events e.g. World Book Day Sports Day Tech Fair Qur'an Competition <p>Regular opportunities are provided for students to engage in creative, enterprising and innovative learning opportunities, which are further enriched by special events, trips, visitors.</p>	<p>Formative assessment through on-going marking, questioning, homework and observation</p> <p>Regular 'data captures' from formative assessment (5x per year) Monthly in Year 11</p> <p>Internal moderation of teacher judgements both within and across year groups.</p> <p>Mock/ Practice Examinations</p> <p>Practice examinations using Assessprep</p> <p>Tracking of ATL scores</p>	<p>CAT 4 cognitive testing (Year 10)</p> <p>NGRT Reading (Year 10)</p> <p>PASS (Year Y10)</p> <p>MYP Personal Project</p> <p>MYP e-assessments</p> <p>MYP on screen examinations</p> <p>End of Year MOE Islamic and Arabic examinations</p>	<p>Meet the Tutor session</p> <p>Parent workshops</p> <p>Curriculum Information sessions</p> <p>Weekly newsletter</p> <p>Term 1 Parent - Teacher Conference Written progress report New to MYP session Managebac sessions</p> <p>Term 2 Parent - Teacher Conference Options evening Year 11 for Post 16 Courses</p> <p>Term 3 Parent - Teacher Conference Written summative report</p>	<p>Quality First Teaching</p> <p>Interdisciplinary Learning</p> <p>Subject-based Learning Challenges</p> <p>Personalised intervention strategies</p> <p>Personalised Learning activities to support the needs of all learners</p> <p>Self & Peer Assessment</p> <p>Effective Marking and feedback strategies</p> <p>Effective 'Transition' to aid social and academic integration</p> <p>Positive reward and behaviour strategies</p> <p>Practical learning opportunities</p>	<p>New teacher Probationary Process</p> <p>Learning Visits for all staff</p> <p>Looking for Learning</p> <p>Student Voice</p> <p>Ongoing monitoring of: learning, assessment practices, student learning, marking, feedback and the learning environment</p> <p>Ongoing results analysis: Are all groups making progress and achieving success?</p> <p>Senior leadership strategic and improvement planning, monitoring of targets and evaluation of outcomes</p> <p>Subject Leader improvement planning, monitoring targets and evaluating outcomes</p>	<p>Staff development goals (Blue Sky)</p> <p>MYP Subject Training</p> <p>Data analysis</p> <p>Use of data to inform planning</p> <p>Moderation of teacher judgements</p> <p>EE PD</p> <p>IA Workshops</p> <p>Moderation with other schools</p>	<p>Internal: Safeguarding</p> <p>Health & Safety</p> <p>Learning & Teaching strategies linked to school improvement priorities</p> <p>Defining Learning</p> <p>Defining Innovation</p> <p>Personalised Learning</p> <p>Challenge</p> <p>Sharing of effective practice</p> <p>Lesson reflection</p> <p>Middle & Senior Leaders Training</p> <p>External: Teachers have opportunities to access external training that is linked to achieving school priorities</p>	<p>All students are happy, well cared for, challenged, and have their needs supported</p> <p>Most students in Years 10 & 11 make above expected progress in their subjects</p> <p>End of Year 11 attainment is above expected levels for most students compared to international standards.</p> <p>Student performance is 'Above world average' in most MYP subject areas</p> <p>Pass rate for all students in Portfolio, Service as Action and Personal Project</p> <p>National Agenda Testing Almost All Year 10 students achieve expected or above in the NRG T test</p>

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Curriculum Rationale – Post 16 - IB Diploma (IBDP) and IB Courses aims to develop students who have excellent breadth and depth of knowledge – students who flourish physically, intellectually, emotionally and ethically. We believe IBDP and IB Courses the most appropriate pre-university qualification for our students. As a highly regarded qualification, IBDP and IB Courses students apply to the top universities around the world and the qualification is known for its academic rigor and challenge. We believe that this broad and balanced pre-university curriculum ensures students continue to develop their native language and mathematical skills whilst developing broader and deeper subject knowledge in the Humanities, Sciences and Foreign Languages. There is a strong focus on developing study skills such as research and referencing. The CAS component ensures students develop as well-rounded and caring members of the global community. CAS links appropriately to the D of E award offered in the High School. The TOK course and Extended Essay develop principled thinkers who can inquire and question knowledge. We provide ample opportunities for students to learn outside the classroom such as attending the Model United Nations conferences around the world. The students receive career and university application guidance for any university of their choice around the world. The only difference between IBDP and IB Courses is that Courses offers students an alternative route to university by completing individual certificates as per regular Diploma students, without completing the core components of Extended Essay and Theory of Knowledge providing them with the additional time and support to ensure success.

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	Academic	Outside the classroom The whole student	EISM Internal	External	How parents and students will be informed about learning and progress?	How our students will learn.	How we know about the quality of learning at EISM?	Phase specific CPD	Whole School CPD	
Post 16 Year 12 Year 13	IB Programmes <ul style="list-style-type: none"> IBDP IB Courses Group 1 <ul style="list-style-type: none"> English Language & Literature English Literature Group 2 <ul style="list-style-type: none"> Arabic Arabic Ab Initio French B French Ab Initio Spanish B Spanish Ab Initio Group 3 <ul style="list-style-type: none"> Business & Management Economics Geography History Psychology Sport Exercise and health science Group 4 <ul style="list-style-type: none"> Biology Chemistry Physics Computer Science ESS Group 5 <ul style="list-style-type: none"> Mathematics Analysis & Approaches Mathematics Applications & Interpretation Group 6 <ul style="list-style-type: none"> Music Theatre Arts Visual Arts Core Courses <ul style="list-style-type: none"> Theory of Knowledge (TOK) Extended Essay (EE) Creativity, Activity, Service (CAS) Programme Ministry requirements <ul style="list-style-type: none"> Islamic Education (Muslim students) Moral Social & Cultural Studies 	Other activities: <ul style="list-style-type: none"> Year group/ phase assemblies After School Activities (ASAs) Student Leadership Initiatives Work Experience Week Year 12 Careers workshops with Careers Counsellor University application workshops with Careers Counsellor IELTS Prep Support Sessions First Aid Certification Opportunities Duke of Edinburgh Award Subject Specific Trips with an IA focus Transition weeks – from MYP to DP, mix of academic and non-academic activities promoting well-being and a healthy lifestyle Community Service Events: <ul style="list-style-type: none"> National Day International Day Model United Nations World Scholars Cup International University Fairs, Virtual and Face to Face DP Art Exhibition TOK Exhibition <p>Regular opportunities are provided for students to engage in creative, enterprising and innovative learning opportunities, which are further enriched by special events, trips, visitors.</p>	<p>Formative assessment through on-going marking, questioning, homework and observation.</p> <p>Monthly 'data captures' to ensure early trends are identified quickly.</p> <p>Summative Assessments through the marking of subject specific Internal Assessment and interdisciplinary assessments such as TOK Essay and the Extended Essay</p> <p>Mock examinations for Year 12 in Term 3 and Year 13 in Term 5</p> <p>Internal moderation of teacher judgements both within subject areas and across disciplines</p> <p>Tracking of ATL skills</p>	<p>Extended Essay</p> <p>PASS (Year 12)</p> <p>TOK Essay and Presentation</p> <p>CAS diary completion</p> <p>IB Examinations in Term 6</p>	<p>Meet the Tutor session</p> <p>Parent workshops</p> <p>Parent coffee mornings</p> <p>Option Evenings</p> <p>Weekly newsletter</p> <p>Curriculum Information sessions</p> <p>Term 1 Parent-Teacher Conference Written progress report Year 12 Individual Zoom meetings with *DPC and all parents, ongoing throughout September / October</p> <p>Term 2 Parent-Teacher Conference (Year 13) Written progress report Yr13 Individual meetings with *DPC and all parents ongoing throughout February / March</p> <p>Term 3 Parent-Teacher Conference (Year 12) Written summative report</p> <p>All parents have access to Managebac.</p> <p>Universities Counsellor – Monthly Newsletters University application student and parent Information Evenings</p> <p>*DPC – Diploma Programme Co-Ordinator</p>	<p>Quality First Teaching</p> <p>Interdisciplinary Learning</p> <p>Subject based Learning Challenges</p> <p>Personalised intervention strategies</p> <p>Personalised Learning activities to support the needs of all learners</p> <p>Self & Peer Assessment</p> <p>Effective Marking and feedback strategies</p> <p>Positive reward and behaviour strategies</p> <p>Regular practice and review of past paper questions accompanied by an analysis of the Examiners report for that paper</p>	<p>New teacher Probationary Process</p> <p>Learning Visits for all staff</p> <p>Looking for Learning</p> <p>Student Voice</p> <p>Ongoing monitoring of: learning, assessment practices, student learning, marking, feedback and the learning environment</p> <p>Ongoing results analysis: Are all groups making progress and achieving success?</p> <p>Senior leadership strategic and improvement planning, monitoring of targets and evaluation of outcomes</p> <p>Subject Leader improvement planning, monitoring targets and evaluating outcomes</p>	<p>Staff development goals (Blue Sky)</p> <p>Data analysis</p> <p>Moderation of teacher judgements</p> <p>Classroom Assistant development sessions</p> <p>External IB Subject Training Category 1, 2, 3</p> <p>Internal IB training programme facilitated by IB Coordinators and Middle Leaders</p>	<p>Internal: Safeguarding</p> <p>Health & Safety</p> <p>Learning & Teaching strategies linked to school improvement priorities</p> <p>Defining Learning</p> <p>Defining Innovation</p> <p>Personalised Learning</p> <p>Challenge</p> <p>Sharing of effective practice</p> <p>Lesson reflection</p> <p>Middle & Senior Leaders Training</p> <p>External: Teachers have opportunities to access external training that is linked to achieving school priorities</p>	<p>All students are happy, well cared for, challenged and have their needs supported</p> <p>Most students in Years 12 & 13 make above expected progress in their subjects</p> <p>End of Year 13 attainment is above expected levels for most of students compared to international standards</p> <p>All students achieve a university placement and most students receive an offer from their first-choice university</p>