SECTION 5
CURRICULUM, EVIDENCE OF LEARNING AND ASSESSMENT UPDATES

CURRICULUM, EVIDENCE OF LEARNING
AND ASSESSMENT UPDATES

5.1 Introduction

Our philosophy of learning is based on the belief that students learn best when:

a. learning is inquiry-based and builds on the learner's experiences.
b. students are taught using disciplinary, interdisciplinary and/or transdisciplinary approaches where relevant, with the goal of building connections across subject areas
c. teaching methods account for students' different learning styles.
d. there is a clear focus on learning outcomes and assessment for learning throughout the curriculum, programme of study and timetable.
e. The learning environment is considered as the third teacher where students learn and explore in a safe and secure space.
f. the school works together with parents/guardians, providing consistent support and setting similar expectations.

All teaching and learning in the school is based on the three programmes of the International Baccalaureate, adapted and extended according to the needs of our learners and the ISL Qatar philosophy. In the Primary school, we offer the Primary Years Programme (PYP). In the Secondary school, we offer the Middle Years Programme (MYP) for Grades 6-10. This is followed in Grades 11-12 by the Diploma Programme and courses which lead to the IB Diploma or IB Certificates. More information about these courses is provided from the beginning of the school year and throughout; and in the relevant curriculum guides available from the school and school's website: **www.islqatar.org** or the IB website: **www.ibo.org**.

For more information, please contact the PYP Coordinator, Danielle Robertson (drobertson@islqatar.org) MYP Coordinator, **Smita Shetty** (**SShetty@islqatar.org**) and DP Coordinator, Jackie Isherwood (Jisherwood@islqatar.org)

5.2 Primary Curriculum EC1-Grade 5

ISL Qatar has been implementing the Primary Years Programme (PYP) for 10 years and has been an IB authorised school since January, 2012. The PYP is a concept-driven, inquiry-based programme where children have the opportunity to explore big ideas connected to real life. PYP is a transdisciplinary programme, which includes subject areas: Mathematics, Social Studies, Science, Language, Personal, Social and Physical Education and the Arts. As the PYP is a transdisciplinary programme, these subjects are not taught in isolation but rather through making real-life connections across the disciplines. These themes allow for in-depth inquiry and the development of knowledge, skills and the understanding of big ideas. Students are also encouraged to take action as a result of their learning.

During the week, a number of periods are allocated to be taught by specialist teachers. The weekly allocated number of periods per specialist subject is indicated in the table below.

Course	EC1	EC2	Kindergarten- Grade 5
Physical Education	3	2	2
Mother Tongue/Arabic Through Play	2	3	6
Islamic Studies* /Student Wellbeing/Arabic Language & Culture	0	0	2
Music/Performing Arts	3	2	2

Each class is also allocated a weekly time to visit one of the school libraries to change their books.

English as an Additional Language and Learning Support classes are available as needed, and each student will be assessed as to their individual needs to support their learning.

5.3 Secondary Curriculum Grades 6-10

Secondary Curriculum Grades 6-10 - The IB Middle Years Programme

The Grades 6-10 curriculum is based on the IB Middle Years Programme (MYP), one that ensures the students gain a balanced experience in a broad range of subjects. The secondary schedule is based on a one-week cycle. The number of periods per 5 days is shown in the following table. Periods are 40 minutes in length, most being double lessons.

Grades 6-8		Grade 9		Grade 10	
Mathematics	4	Mathematics	5	Mathematics	5

Grades 6-8		Grade 9		Grade 10	
Sciences	4	Science	3	Science option 1	4
English	4	English	5	English	5
Individuals and Societies	4	I&S: Global Perspectives	5	I&S: Global Perspectives	4
Performing Arts	2	The Arts or Design & CS	4	The Arts or Design & CS	4
Visual Arts	2	PHE	4	PHE	4
PHE	4	MT & Acquisition	3	MT & Acquisition	3
MT & Acquisition	3	Language Acquisition	4	Science option 2 or I&S Ex. GP or Lang 3	4
Language Acquisition	3	Homeroom	2		
Design and CS	2	Islamic Studies/Genius Hour	2	Homeroom	2
Homeroom	2			Islamic Studies/Genius Hour	2
IS/Genius Hour	2				
	38		38		38

Key:

I&S - Individuals and Societies, including Qatar History in G6-G9 MT - Mother TongueCS - Computer Science

The Arts - Music or Visual Arts or Drama as a single subject PHE - Physical and Health Education
Islamic Studies lessons are provided for all Qatari students and are an option for all other Arabic- speaking students.

Annual progression
Progression at the end of each year is based on each student demonstrating sufficient evidence of learning such that, in the opinion of their teachers, they will be able to successfully access the curriculum. Evidence will be gathered by analysing the grades awarded at the end of the academic year, level of engagement in class and attendance. Where a student receives a grade of 2 in any one subject or their attendance falls significantly below the stipulated minimum of 90%, the student may be required to repeat the year. This would result in the recording of a 'failing condition' on the Ministry of Education database.

Progression from Grade 5 to 6 is as follows
Progression into Grade 6, at the end of Grade 5, is based on each student demonstrating sufficient evidence of meeting grade level expectations in Language, Mathematics and Approaches to Learning, and English-as-a-Second Language such that, in the professional judgement of their teachers, they will be able to successfully access the MYP curriculum. Students will be expectedto achieve a 'meeting' or 'working beyond' rating in their end-of-year report cards. If a student continues to maintain a rating of 'working towards' in their June report card then he/she would not have met grade level expectations for Grade 5. Evidence will be gathered by analysing the student levels of achievement as well as level of engagement in class and attendance.

In terms of language development, students in Grade 5 are expected to have met grade level expectations according to the PYP Language Scope and Sequence phases model. This model is based on the belief that English language learning is developmental and that not all students will be at the exactly the same phase at the same time. However, within this continuum, all students need to be within or very close to phase 5.

In terms of EAL learning, students receiving additional language classes are expected to have met language level expectations according to the WIDA language model*, having received a maximum of 3 years EAL support.

It is our intention to notify you by the end of February if we have concerns that your child might not reach the required level by the end of the school year.

* WIDA Language Model

At the given level of the English language proficiency, English language learners will process, understand, produce or use:

6- Reaching	• specialized or technical language reflective of the content areas at grade level • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • oral or written communication in English comparable to proficient English peers
5- Bridging	• specialized or technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, includ-ing stories, essays or reports • oral or written language approaching comparability to that of proficient English peers when presented withgrade level material

4- Expanding	• specific and some technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentenc-es or paragraphs • oral or written language with minimal phonological, syntactic or semantic errors that do not impede theoverall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support
3- Developing	• general and some specific language of the content areas • expanded sentences in oral interaction or written paragraphs • oral or written language with phonological, syntactic or semantic errors that may impede the communica- tion, but retain much of its meaning, when presented with oral or written, narrative or expository descrip- tions with sensory, graphic or interactive support
2- Beginning	• general language related to the content areas • phrases or short sentences • oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a seriesof statements with sensory, graphic or interactive support
1- Entering	• pictorial or graphic representation of the language of the content areas • words, phrases or chunks of language when presented with one-step commands, directions, WH-, choiceor yes/no questions, or statements with sensory, graphic or interactive support

EAL is unique to other class programmes, as students learn language best in small groups. EAL students are simultaneously learn- ing a new language and the knowledge, understanding and skills of a syllabus through that new language. They require additional time and support, along with informed teaching that explicitly addresses their language needs, and assessments that take into account their developing language proficiency. English language support should be provided at a higher level for students at a beginner and intermediate level, who will be provided with dedicated EAL lessons and in class support within specific subject.

5.4 Secondary Curriculum Grades 11-12 The IB Diploma Programme

The full IB Diploma is an academically challenging two-year pre-university programme. Students normally enter the programme at 16-years-old (Grade 11 (US system); Year 12 (UK system). The course leads to an internationally recognized qualification which provides students with the opportunity to access the most prestigious undergraduate courses in the world. Universities value the academic challenge of the Diploma and its nurturing of critical thinkers who have the depth of knowledge to move successfully into higher education. The programme develops the whole person; students are internationally-minded, with the desire to make a difference to the world around them. Successful IB Diploma students demonstrate intercultural understanding, academic ability, time-management and diligence.

The Diploma Programme (DP) is a matriculation examination. Each student takes six subjects, three at Higher Level (HL) and three at Standard Level (SL), along with Theory of Knowledge (TOK - a course in critical thinking); the Extended Essay (EE - an extendedpiece of research); and CAS (Creativity, Action, Service).

The scores from each of the subjects, along with marks gained from TOK and the Extended Essay, add up to a total Diploma score which is out of 45. Students must gain more than 24 points to gain the full IB Diploma including a minimum of 12 points from their Higher Level subjects.

The Grade 11-12 timetable runs on 80-minute periods. Lessons are distributed between subjects following the curriculum model shown below over one week:

Grades 11 and 12	
3 x HL subjects	**6**
3 x SL subjects	**4**
Theory of Knowledge	**2**
Homeroom	**2**
	34

Choice of Subjects

Students select subjects from each of the subject groups 1 to 5 as outlined in the Diploma curriculum model and a sixth subject from any of the groups. We aim to offer a wide diversity of pathways for students. The school annually publishes an options booklet which comprehensively outlines the process. In addition, the school invites parents to information sessions throughout the year.

Entrance Requirements
In particular, it is vitally important that both students and parents understand the entry requirements of the IB Diploma Programme(DP) at ISL Qatar and appreciate fully the demands that this puts on students as they progress.

Please note that students who fail to meet the entry requirements will be required to repeat G10 should they decide to stay at ISL Qatar.

The entrance requirements are as stated below:

- Attendance of at least 90%.
- A total of a minimum of 33 points out of a total of 56.
- A total of at least 15 points from those subjects that students have elected to study at Higher Level (see exceptions below).
- At total of at least 11 points from those subjects that students have elected to study at Standard Level (see exceptions below).
- At least a grade 4 in the Personal Project.
- Completion of the Service as Action programme to the satisfaction of the school.
- Subject teacher recommendations for all chosen DP courses.
- A successful interview with the DP Leaders.
- At least a grade 4 in a Language and Literature course.

Exceptions (Higher Level)

Science
Students who wish to study two sciences at Higher Level will be required to achieve a Grade 6 in both their MYP science courses. Insuch cases, a total of at least 17 points is required from those subjects that students have elected to study at Higher Level.

Mathematics
Students who wish to study Higher Level Mathematics, will need to achieve a Grade 5 in MYP Extended Mathematics or a Grade 7 in MYP Standard Mathematics. In the latter case, a total of at least 14 points is required from those subjects that students have electedto study at Standard Level.

Exceptions (Standard Level) Mathematics
All students must take Mathematics at either Standard or Higher Level. To gain entry to the Standard Level course, students must achieve at least a grade 4.

Please note that acceptance onto the full Diploma or any of the Diploma courses is at the discretion of the Head of Secondary.

5.5 Languages and the Mother Tongue Language Programme

'The limits of my language are the limits of my world.' (Wittgenstein)

At the International School of London Qatar, we believe that language is the core to the development of internationally-minded in-dividuals, the medium to support the inquiry process and the key to learning. Through language, students can develop emotionally, intellectually and socially. We strive to provide a language programme that is focused, varied and engaging; one that is learned not just in designated language activities, but across the curriculum. We aim to ensure that all subject teachers see themselves as language teachers; and consequently, homeroom teachers, English as an additional language (EAL) teachers, language acquisition teachers, mother tongue teachers, subject teachers and learning support teachers work in tandem and collaboratively to support and enrich the language learning process.

ISL Qatar recognizes that attention to, and awareness of, the host country's language is important in an international school set- ting. Arabic courses are offered in language and literature, language acquisition and language culture.

In line with the philosophy of the ISL Group, we aim to provide Mother Tongue Language tuition in as many languages as possible. The Mother Tongue language is normally the language the student uses most at home. We believe that the preservation of a child's cultural identity is the key to his or her success and that a child's emotional well-being, social development and academic performance are enhanced through our Mother Tongue Language Programme. There are many benefits of bilingualism and multilingualism: students develop enhanced thinking skills; a greater appreciation of other cultures; increased psychological well-being; higher self-esteem; and greater levels of compassion.

To qualify for a Mother Tongue Language class, the student should be fluent in that language, have an age-appropriate background in reading and writing the language, and speak it regularly at home. The Mother Tongue Language lessons are scheduled at the same time as the Language Acquisition classes and are taught for 2 hours over the one-week cycle. Students who have English as their Mother Tongue, or those for whom we are unable to provide classes in their own Mother Tongue, have the choice to enrol in French, Spanish or Arabic Acquisition.

The Mother Tongue Language classes that do incur an additional fee, according to the fee schedule are (others may be offered in future): Dutch, German, Greek, Italian, Japanese, Portuguese, Russian Serbian and Turkish.

The Mother Tongue Language fee is per student per annum, irrespective of the number of students in the class. Returning students will initially be enrolled in those classes that they attended in the previous year. For new requests for Mother Tongue Language classes or other inquiries, please contact Odile Hajjar, Mother Tongue Language Coordinator (**oyouneshajjar@islqatar.org**).

5.6 Academic Integrity and Academic Honesty in the Diploma Programme

Rationale/statement of purpose for the policy
ISL Qatar believes that academic integrity is based on respect for self, respect for others and respect for learning. ISL Qatar's aca- demic integrity policy applies to all subjects and aims to fulfil the school's Mission Statement by "empowering students to maximise their learning opportunities and to fulfil their potential." Academic integrity is part of a process which involves effective inquiry, dedicated teaching and personalised learning in which students understand how knowledge is constructed. Students will become lifelong inquirers who engage with their information rich environment. Academic integrity is "making knowledge, understanding and thinking transparent." (IBO, Academic Honesty 1).

The complete Policy can be found here.

1Effective Citing and Referencing. Cardiff: IBO, 2014. Print.

5.7 Assessment & Evidencing Learning

5.8.1 Primary School

Teachers in the Primary school assess a child's level of development by monitoring, measuring, documenting and reporting on the student's learning. Within the classroom students learning is monitored and documented in a variety of ways. Teachers use a range of formative and summative assessment tools and strategies to evidence student's academic, social, and emotional progress. These may include diagnostic benchmark assessments, which enable teachers to monitor student progress throughout the year and across all areas of the curriculum. Reporting conversations are held in three different formats: parent/teacher/student, parent/teacher and student-led conversations where students share their portfolios. Any special needs or barriers to learning are discussed with parents as necessary. Written report cards are shared with parents twice a year.

5.8.2 Secondary School

Assessment is continuous throughout the year and students are provided with a range of assessment tasks, both formative and summative.

5.8 MYP and DP Submission of Work Instructions for Assessment Tasks

Assignment instructions and due dates are clearly communicated to all students via ManageBac. These instructions include, but are not limited to, the following:

- indication of task content,
- form of the task (e.g., lab report, examination, performance, podcast, etc)
- criteria to be assessed (MYP only)
- task-specific clarifications
- final due date of the task

Submission of Assessment Tasks
It is an expectation that all assessment tasks are submitted by all students on or before the agreed due date. In the case of DP students, internal and external due dates are published early in the course and regularly updated.

Extension to Deadlines MYP Grades 6-8
In MYP years 1-3 (Grades 6-8) the building of positive attitudes towards assessment for learning is of the greatest priority. Teachers are free to use their discretion to provide additional time to submit work, especially if they feel that students are working to theirfull capacity and the learning outcomes would be maximized by providing additional time.

MYP Grades 9 -10 and DP Grades 11-12
(not including Diploma Internal or External assessments - see below)
In Grades 9-12, where students are expected to develop their responsibility and self-management skills, extensions will only be granted with adequate explanation. In order to apply for an extension, students must complete and submit a request for extension to the relevant subject teacher. Such requests should be made as far in advance as possible, but no later than 24 hours in advance of the due date of any given task. In such cases, students will receive teacher feedback.

Consequences of Late Submission and Non-Submission of Assessment Tasks
In the case of a student who fails to submit a given assessment task by an agreed extension time, they have until 7.30 am, the following morning to submit the work. In the case of a student who does not apply for an extension, the subject teacher will send

their parents an email, informing them of the missed deadline. In such cases, where the student does not submit an assessment task, a grade of 'non-applicable' (NA) will be recorded for that task, as there is no evidence on which to make a judgement of achievement for any of the assessment criterion strands.

The relevant Leader of Student Development and Homeroom Teacher will meet with those students who persistently submit work after deadlines or not at all to agree on a 'success plan' in order to prevent further occurrences.

Absence

Should a student be absent on the day of an in-class assessment, they will be asked to complete the assignment as soon as possible on their return. Should the student be absent on the submission day of an assignment, they must submit their task on the day of their return. In the cases of pre-approved absence, the given task should be submitted before the intended date of departure.

Resubmission of Assessment Tasks

In the MYP, where the building of positive attitudes towards assessment for learning is of greatest priority, teachers should use their discretion to allow the resubmission of any assessment task (either summative or formative), especially if they believe stu- dents are working to their full capacity and the learning outcomes would be maximised by allowing this learning opportunity. If teachers are in any doubt of the value of allowing resubmission, they should consult their respective Leader of Learning.

Diploma Internal and External Assessment

All draft and final deadline dates need to be agreed in collaboration with Diploma teachers. The DP coordinator will publish these dates to all stakeholders in the first half-term of the academic year. These deadlines will be posted on ManageBac by subject teachers from the beginning of the academic year, to facilitate the planning of additional tasks and assessments in all subject areas.

Each submission or assessment requires teacher guidance and feedback, to support and ensure that the student is working on an appropriate topic or research question. It is not advised that a student changes their topic or research question after the initial planning stage or proposal submission. The decision to change topic/research question should not be taken lightly and needs the approval of the subject teacher. If this topic/research question proposed change is within a week of the draft submission deadline, the change needs to be approved by the subject teacher and Leader of Learning, and consideration needs to be given for an exten-sion request to ensure that the appropriate level of support is received on this new topic/research question.

Submission of the draft

The submission should be complete, in that it contains all of the required components. The work needs to be:

• submitted on ManageBac and run through 'Turnitin'.
• formatted correctly according to the subject requirements;
• appropriately referenced with a bibliography.

If a student is unable to submit their work on time, they will need to apply for an extension, no less. than 48 hours in advance, from the DP Coordinator.

In cases where draft assignments are not submitted by a given due date and no extension has been granted, the assignment will be put to the "bottom of the pile" for marking and feedback may be limited. If an extension for a draft is granted this does not automat- ically mean an extended final deadline will be granted.

Academic Integrity

In line with the school's academic integrity policy:

• Turnitin should be used for both draft and final submissions, and the findings shared with the student and meaning of plagiarism explained in the context of the report.
• Students who are believed to have submitted a plagiarised draft assignment, may be given an opportunity to re-submit under the same topic/research question with a new submission deadline; however, feedback may be limited.
• Any concerns regarding the authenticity of the student's final assignment should be communicated with the Leader of Learning in the first instance, as well as the DP Coordinator.
• A viva voce will be held if further investigation is inconclusive.
• This conversation will be held with subject teacher and Leader of Learning or Diploma Coordinator.
    a. The student will be asked to:
    b. explain the methods used;
    c. summarise the conclusion.
• If the final version of the work submitted is found to lack academic integrity, this will result in a score of zero for that component. This outcome may also have a significant impact on the student receiving the full IB Diploma.

5.9   Student Progress Updates and 3-Way Conversations

September: Parent/Teacher Conversations (EC1-Grade 5) October: Student Learning Conversations (G6-G10)
November: Student/Teacher/Parent Conversations (EC1-G12) November: G12 Predicted Grades issued
December: End-of-Term Reports: EC-Grade 5 December: End-of-Term Reports: G11
February: Parent/Teacher Conversations: EC-G5 Mid-Year Report (G6-G10)
February: Mid-Year Report (G12)