

APPENDICES



Appendix 1: Term Dates

Important dates:

Dates	Event
August 9 - 15	New Staff Induction
August 15-22	All staff preparation
August 23	New student orientation
August 24	First day of School
October 17- 24	Half-term holiday
October 23 & 24	School Closed for in-service
December 16	End of First Term School finishes at 12 noon
December 19-30	Winter break
January 2	Start of Second Term
February 6-10	Half-term holiday
February 8	National Sports Day
March 10	End of Second Term
March 13 - 17	Spring Vacation
March 20	Start of Third Term
April 2	Ramadan
May 1-5	Eid Al Fitr holiday
June 14	End of School Year School finishes at 12 noon

Appendix 2: Fee Schedule School Fees 2021-22

Grade	Annual Fee
Early Childhood 1 to Grade 5	QAR 53,005
Grade 6 to Grade 8	QAR 58,955
Grade 9 and Grade 10	QAR 66,105
Grade 11 and Grade 12	QAR 75,655

Additional Fees

Evaluation Fee	QAR 530 per child
Registration Fee	QAR 2,652 per child
Mother Tongue Fees (except Arabic, French and Spanish)	QAR 7,426 per year

Explanatory Notes

1. The Evaluation Fee of QAR 530 (per student) is payable upon submission of the Application Form. This non-refundable fee covers the cost involved in processing and evaluating each application.
2. The Registration Fee of QAR 2,652 (per student) is a one-off non-returnable fee to register new students.
3. Once the student has been registered in the school, a non-refundable advance payment of QAR 3,000 is payable to secure the student's place. This is deducted from the Annual Fee.
4. Annual Fees cover all tuition, loan of books for the duration of the academic year and other educational activities as detailed in the fee regulations. Parents will be invoiced for any lost or damaged books.

5. There is a one-year minimum enrolment unless agreed prior to the start of the student's enrolment in the school.
6. Notice of Withdrawal: A full term's notice must be given in writing otherwise a full term's fees will be payable.

Acceptance of a place at the International School London Qatar includes acceptance of the above fees, the Fee Regulations and the Terms and Conditions in the Admissions Information.

Appendix 3: Experiential Learning

Recent research on memory has shifted in attention from the material to be learned to the mental activities of the learner. Experience can be seen as a melding tool in the acquisition of knowledge. Without it, knowledge may be acquired but the learner may never have the ability to truly understand the theory without an experience to use as a testing ground.

Experiential learning can be defined as: "knowledge, skills, and/or abilities attained through observation, simulation, and/or participation that provides depth and meaning to learning by engaging the mind and/or body through activity, reflection, and application."
(Craig 1997)

In striving for excellence we recognise the importance of enabling students to engage in the learning process through a diverse set of challenging learning environments. The ISL Qatar Guiding Statements clearly reflect our commitment to educating the whole person by providing opportunities for students to confront intellectually rigorous challenges in real-world contexts.

Experiential learning provides for emotional and intellectual learning, demanding that the learner articulates their own questions and seeks their own answers.

Benefits of experiential learning include:

- diverse settings create authentic learning opportunities
- activities often provide opportunities for unplanned learning from new experiences
- learners develop a sense of responsibility for their actions
- learners can experience diverse roles (e.g. leader, team member, employee)
- the learner has an active role in the planning and carrying out the activities
- learners interact with the social and physical environment
- activities provide a balance of action, reflection, and application
- learning experiences can be individualized, sequential, developmental
- authentic physical or mental challenges can be provided, with an appropriately assessed degree of challenge
- outcomes can be authentic and practical.

The ultimate benefit comes as students become more confident performers, demonstrating independence in their learning, collaborating effectively with others and taking greater responsibility for their own actions.

Appendix 4: Some recommendations for parents

Parents and teachers have a shared responsibility for the education of our students. It is essential therefore that we all work together to achieve this and that we support one another. The points below set out the recommendations to parents:

1. To ensure that students attend for the full school year, without taking holidays during term time.
2. To ensure that students take part in all educational visits.
3. To support the after school activity and sporting programmes by permitting and encouraging students to take part.
4. To provide a suitable place at home for students to work; this should be a desk or table with good lighting, and space to store books and papers.
5. To monitor home learning and check and sign the communication book/ student planner.
6. To accept and support the school's disciplinary structures.
7. To always send a written explanation of any absence from school.
8. To ensure that students get up in the morning in good time, have breakfast and are punctual in reaching school.
9. To ensure that children are clean, dressed adequately and bring sufficient food and drink to meet their dietary needs.
10. To be involved and interested in their child's learning.
11. To ensure that all work purporting to be student's work is not the work of a parent or third party.
12. To make every effort to attend parent-teacher consultations, student-led conferences and to keep themselves informed about their child's progress and behaviour.

Appendix 5: Primary School Behaviour: Good Practice

As part of the Government of Qatar's outstanding schools programme we strive to develop outstanding students. Whilst encouraging academic success we also believe in developing the whole student. It is essential that our students are allowed to learn in a caring, supportive and non-disruptive environment. At ISL Qatar we believe that everyone is responsible for exhibiting the elements of the IB learner profile. This means we are all trying to be:

Balanced, Caring, Communicators, Inquirers, Knowledgeable, Open-Minded, Principled, Reflective, Risk-Takers, and Thinkers.

We also believe that everyone should be striving to demonstrate all the attitudes outlined in the PYP. This means we are all trying to show:

Appreciation, Commitment, Cooperation, Confidence, Creativity, Curiosity, Empathy, Enthusiasm, Independence, Integrity, Re-spect and Tolerance.

Whilst we acknowledge that our students will not exhibit these attitudes and profiles all the time, we do expect that they show both awareness of them, and a willingness to improve. By working towards these objectives our learning community can be a happy, healthy and supportive environment for all members.

When a student fails to demonstrate that they are working towards these objectives they will be reminded that this is an expectation for everyone in our school. We believe that such a reminder is enough for most members of the community to continue to work towards the shared objectives.

In such cases where a simple reminder is not sufficient the school has a series of stages to help everyone to be made aware of their responsibilities to themselves and the rest of the community.

Stage 1. A behaviour slip is written by a teacher detailing the time and place the incident took place, the names of those involved and the recording teacher, what happened during the incident, the student's reflection on the incident and any follow up that has taken place. This slip is then passed to the Pastoral Leader for follow up with the student.

Stage 2. The parent(s) of the student will be contacted. The behaviour of the student will be discussed with the parent(s) and the expectations of the school will be made clear to the student in the presence of their parent(s) to ensure they are aware of the adjustments they need to make.

Stage 3. The student is placed on behaviour report. This is a short term measure to ensure the student is regularly and frequently getting feedback on their behaviour. The behaviour report will be shared with the parents on a weekly basis and the parents will be expected to discuss the student's progress on a regular basis with the class teacher.

Stage 4. The student will be given an in-school suspension where they are removed from the school community and given work to do independently. This is a very serious step for the student and represents a state where a student is completely disregarding their responsibilities towards him/ herself and the rest of the community or is endangering other members of the community.

Stage 5. The parents of the student will be issued with a written notification that any further lapse of academic standards or incident of unacceptable behaviour will result in the student being de-registered from the School for the following academic year. The parents will be notified of this decision and be required to make alternative arrangements for the education of their child.

Notes: These stages are not necessarily incremental and dependent upon the behaviour exhibited a student may be placed at any of the above stages at the discretion of the Head of School.

ISL Qatar will provide support and guidance to students about managing their behaviour and set clear goals and targets for students where appropriate. It is expected that in any of Stages 1 to 4 above the student will make a clear effort to improve their behaviour and make correct choices.

Appendix 6: Grade Level Placement 2021-2022

Age	D.O.B (30 September Cut-off)	ISL Qatar Grade Level
3 – 4	Oct. 1 2017 – Sept. 30 2018	Early Childhood 1
4 – 5	Oct. 2016 – Sept. 30 2017	Early Childhood 2
5 – 6	Oct. 2015 – Sept. 30 2016	Kindergarten
6 – 7	Oct. 2014 – Sept. 30 2015	Grade 1
7 – 8	Oct. 2013 – Sept. 30 2014	Grade 2
8 - 9	Oct. 2012 – Sept. 30 2013	Grade 3
9 - 10	Oct. 2011 – Sept. 30 2012	Grade 4
10 - 11	Oct. 2010 – Sept. 30 2011	Grade 5
11 – 12	Oct. 2009 – Sept. 30 2010	Grade 6
12 – 13	Oct. 2008 – Sept. 30 2009	Grade 7
13 – 14	Oct. 2007 – Sept. 30 2008	Grade 8
14 – 15	Oct. 2006 – Sept. 30 2007	Grade 9
15 – 16	Oct. 2005 – Sept. 30 2006	Grade 10
16 – 17	Oct. 2004 – Sept. 30 2005	Grade 11
17 - 18	Oct. 2003 – Sept. 30 2004	Grade 12

ثالثاً: جدول معادلة أنظمة التعليم الدولية

الفئات العمرية وفقاً لمتطلبات التعليم الإلزامي في البلد الأصلي باستخدام تصنيفات المدارس الحكومية
Age ranges according to compulsory education requirements of home country using government school classifications

Spain Curriculum (Continued)	UAE National Curriculum (Spain)	Iranian	Pakistan	Lebanon	Indonesia Curriculum	English (National Curriculum)	USA	International Curriculum (IB)	French	German	Canadian	Egypt	India (CBSE)	Pakistan	Lebanon Curriculum
September to June															
-	KS-1	Pre-school	KS-1	Pre-school	Pre-school	Pre-school	Pre-school	Pre-school 1	KS-1	Pre-school	Pre-school	Pre-school	KS-1	pre	KS-1
Kindergarten 1	KS-2	KS-1	KS-2	KS-1	KS-1	KS-1	KS-1	Pre-school 2	KS-2	KS-1	Pre-school	KS-1	KS-2	KS-1	KS-1
Kindergarten 2	Year 1	KS-2	Year 1	KS-2	KS-2	Year 1	KS-1	Pre-school 3	KS-2	KS-2	KS-1	KS-2	Year 1	KS-2	Year 1
Grade 1	Year 2	Grade 1	Year 2	Grade 1	Grade 1	Year 2	Grade 1	Grade 1	CP	Grade 1	Grade 1	Grade 1	Year 2	Grade 1	Year 2
Grade 2	Year 3	Grade 2	Year 3	Grade 2	Grade 2	Year 3	Grade 2	Grade 2	CS-1	Grade 2	Grade 2	Grade 2	Year 3	Grade 2	Year 3
Grade 3	Year 4	Grade 3	Year 4	Grade 3	Grade 3	Year 4	Grade 3	Grade 3	CS-2	Grade 3	Grade 3	Grade 3	Year 4	Grade 3	Year 4
Grade 4	Year 5	Grade 4	Year 5	Grade 4	Grade 4	Year 5	Grade 4	Grade 4	CS-3	Grade 4	Grade 4	Grade 4	Year 5	Grade 4	Year 5
Grade 5	Year 6	Grade 5	Year 6	Grade 5	Grade 5	Year 6	Grade 5	Grade 5	CS-4	Grade 5	Grade 5	Grade 5	Year 6	Grade 5	Year 6
Grade 6	Year 7	Grade 6	Year 7	Grade 6	Grade 6	Year 7	Grade 6	Grade 6	CS-5	Grade 6	Grade 6	Grade 6	Year 7	Grade 6	Year 7
Grade 7	Year 8	Grade 7	Year 8	Grade 7	Grade 7	Year 8	Grade 7	Grade 7	CS-6	Grade 7	Grade 7	Grade 7	Year 8	Grade 7	Year 8
Grade 8	Year 9	Grade 8	Year 9	Grade 8	Grade 8	Year 9	Grade 8	Grade 8	CS-7	Grade 8	Grade 8	Grade 8	Year 9	Grade 8	Year 9
Grade 9	Year 10	Grade 9	Year 10	Grade 9	Grade 9	Year 10	Grade 9	Grade 9	CS-8	Grade 9	Grade 9	Grade 9	Year 10	Grade 9	Year 10
Grade 10	Year 11	Grade 10	Year 11	Grade 10	Grade 10	Year 11	Grade 10	Grade 10	CS-9	Grade 10	Grade 10	Grade 10	Year 11	Grade 10	Year 11
Grade 11	Year 12	Grade 11	Year 12	Grade 11	Grade 11	Year 12	Grade 11	Grade 11	CS-10	Grade 11	Grade 11	Grade 11	Year 12	Grade 11	Year 12
Grade 12	-	Grade 12	-	Grade 12	Grade 12	Year 13	Grade 12	Grade 12	CS-11	Grade 12	Grade 12	Grade 12	-	Grade 12	Year 13
-	-	-	-	Grade 13	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	To be 12 years or 12.5, 13/14 etc. and 15/16 or 16	Grade 11 Certificate Grade 12 Diploma	IB Certificate or Diploma	Baccalauréat or Brevet (France)	Grade 11/12 High School	Intermediate Certificate	High School Certificate (Diploma)	Grade 12 (CBSE)	Lehrplan	-

ملاحظة: يتعين على المدرسة تسجيل الطالب القادم من منبر غير مذكور بجدول معادلة أنظمة التعليم الدولية وفقاً لآخر شهادة دراسية؛ مع مراعاة السن المحدد للتصنيف، وفي حال صغر سن الطالب يتعين على المدرسة تسجيل الطالب بصرف أدنى بعد موافقة ولي الأمر، وإخطار إدارة تراخيص المدارس الخاصة بذلك. **عند انتقال أي طالب من مدرسة حكومية إلى أي مدرسة خاصة دولية يتم تسجيله بناءً على آخر شهادة دراسية.**

تابع جدول معادلة أنظمة التعليم الدولية

Spain Curriculum	UAE	Iran	France	Italy	Lebanon	Indonesia	UK (GCSE)	Anglo Arab	Polish	Ukraine	Japan	Lebanon	India	USA
September to June														
-	KS-1	-	-	KS-1	KS-1	Pre-school	-	-	KS-1	-	-	Primary	KS-1	-
Kindergarten	KS-2	Pre-school 1	-	KS-2	KS-2	Pre-school	-	-	KS-2	KS-1	-	Year 1	KS-2	KS-1
Grade 1	Grade 1	Pre-school 2	Grade 1	KS-3	KS-3	KS-1	Grade 1	KS-2	KS-3	KS-2	-	Year 2	Grade 1	KS-2
Grade 2	Grade 2	Year 1	Grade 1	Grade 1	Grade 1	Grade 1	Grade 2	Grade 2	Grade 2	Grade 2	Grade 1	Year 3	Grade 2	Grade 1
Grade 3	Grade 3	Year 2	Grade 2	Grade 2	Grade 2	Grade 2	Grade 3	Grade 3	Grade 3	Grade 3	Grade 2	Year 4	Grade 3	Grade 2
Grade 4	Grade 4	Year 3	Grade 3	Grade 3	Grade 3	Grade 3	Grade 4	Grade 4	Grade 4	Grade 4	Grade 3	Year 5	Grade 4	Grade 3
Grade 5	Grade 5	Year 4	Grade 4	Grade 4	Grade 4	Grade 4	Grade 5	Grade 5	Grade 5	Grade 5	Grade 4	Year 6	Grade 5	Grade 4
Grade 6	Grade 6	Year 5	Grade 5	Grade 5	Grade 5	Grade 5	Grade 6	Grade 6	Grade 6	Grade 6	Grade 5	Year 7	Grade 6	Grade 5
Grade 7	Grade 7	Year 6	Grade 6	Grade 6	Grade 6	Grade 6	Grade 7	Grade 7	Grade 7	Grade 7	Grade 6	Year 8	Grade 7	Grade 6
Grade 8	Grade 8	Year 7	Grade 7	Grade 7	Grade 7	Grade 7	Grade 8	Grade 8	Grade 8	Grade 8	Grade 7	Year 9	Grade 8	Grade 7
Grade 9	Grade 9	Year 8	Grade 8	Grade 8	Grade 8	Grade 8	Grade 9	Grade 9	Grade 9	Grade 9	Grade 8	Year 10	Grade 9	Grade 8
Grade 10	Grade 10	Year 9	Grade 9	Grade 9	Grade 9	Grade 9	Grade 10	Grade 10	Grade 10	Grade 10	Grade 9	Year 11	Grade 10	Grade 9
Grade 11	Grade 11	Senior 1	Grade 10	Grade 10	Grade 10	Grade 10	Grade 11	Grade 11	Grade 11	Grade 11	Grade 10	Year 12	Grade 11	Grade 10
Grade 12	-	Senior 2	Grade 11	Grade 11	Grade 11	Grade 11	Grade 12	Grade 12	Grade 12	Grade 12	Grade 11	Year 13	Grade 12	Grade 11
-	-	Senior 3	Grade 12	Grade 12	Grade 12	Grade 12	Grade 13	Grade 13	Grade 13	Grade 13	Grade 12	Year 14	Grade 13	Grade 12
-	-	-	-	-	-	-	-	-	-	-	-	-	-	Grade 14
Grade 13 Certificate	Grade 12 Certificate / or possible alternatives upon	Certificate	Grade 12	Technical qualification National qualification	Baccalauréat or national diploma	Technical certificate or diploma	Technical Certificate	Grade 13	Secondary School Diploma	Grade 13	Secondary School Diploma	High school diploma	-	-

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