

Middle Years Programme Grade 6 - Grade 10 Parent Handbook



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WELCOME TO FAIRGREEN

Dear Parents,

At Fairgreen International School we strive to ensure your child is happy and achieving their full potential. Our Middle Years Programme is designed to prepare our students to be lifelong learners who form active and responsible members of local, national and global communities.

The International Baccalaureate is designed to develop internationally minded young people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. We achieve this by encouraging *all* members of our community to strive to develop the ten attributes of the IB Learner Profile by becoming better:

- Inquirers
- Communicators
- Caring
- Risk Takers
- Knowledgeable
- Thinkers
- Open-minded
- Balanced
- Principled
- Reflective



We hope this guide will help answer some of the questions you may have about the logistics of your child's time in the Secondary phase of the school. It is important to us that we work together to ensure your child gains the most from their education.

Yours in learning,

The Secondary Leadership Team

OUR MISSION AND VISION

OUR MISSION

At Fairgreen International School in Dubai, our mission is to provide an exceptional international education that embraces sustainability in all its forms.

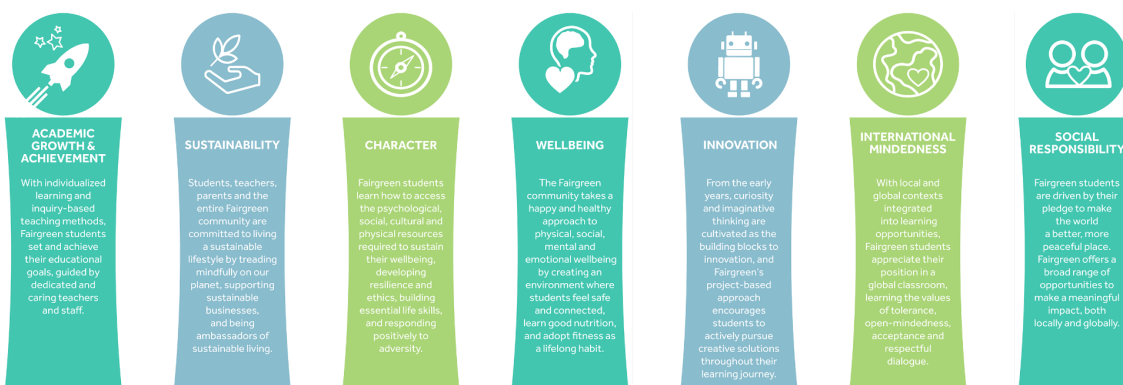
OUR VISION

Our vision is to be an exemplary learning community that promotes purposeful and innovative solutions for a sustainable world.

OUR PILLARS

As a member of the Fairgreen International School educational family, you will have the opportunity to experience and bring alive the central pillars that drive our journey to educational excellence.

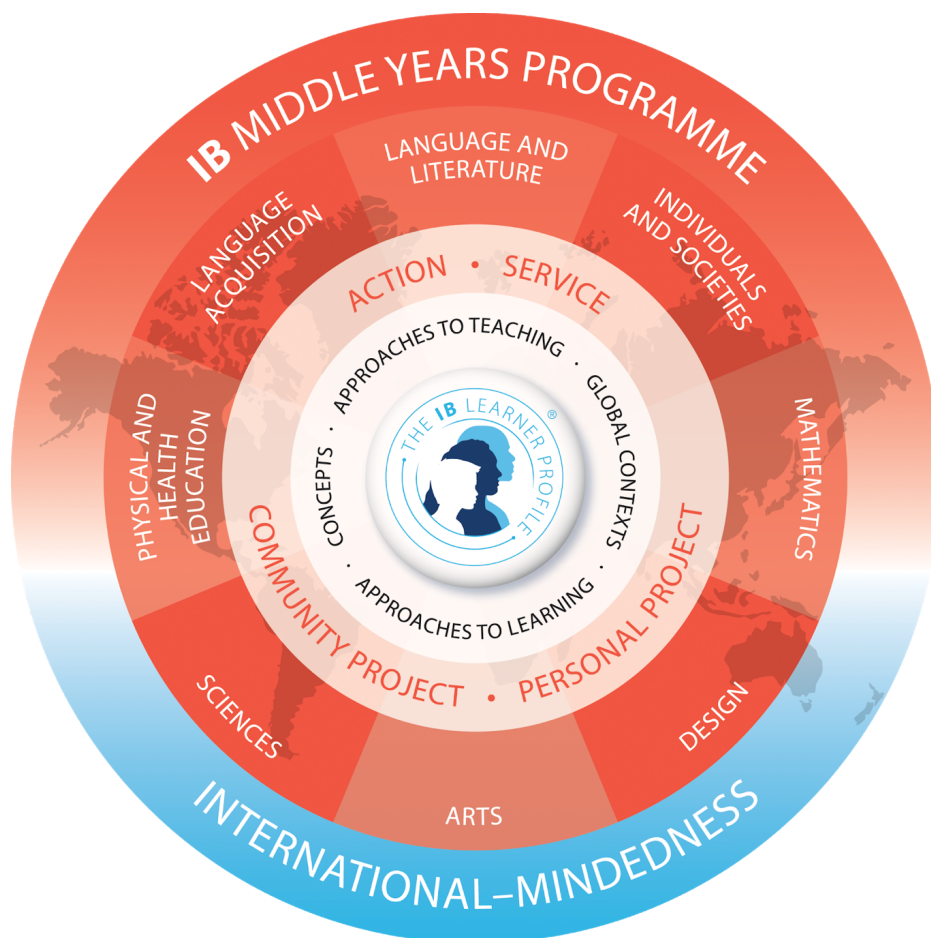
1. Academic Growth & Achievement
2. Sustainability
3. Character
4. Wellbeing
5. Innovation
6. International Mindedness
7. Social Responsibility



MIDDLE YEARS PROGRAMME (MYP)

The MYP provides a framework of academic challenge that encourages students to not only explore the connections between their subjects and the real world, but also to become critical, reflective thinkers as well as inquirers. It is composed of a transdisciplinary model where global contexts, interdisciplinary key concepts and subject specific related concepts are explored both in and outside of the classroom. The subject groups are interrelated and integrated wherever possible, providing our students opportunities to make connections vertically and horizontally throughout their IB learning.

The framework of the MYP is shown below and this model places the student at the centre of learning. There are eight subject areas along with a core comprising Global Contexts, Approaches to Teaching and Learning, Concepts, Action and Service and in the final year of the programme, the Personal Project. The MYP promotes interdisciplinary study that helps students make important connections between academic subjects.



SUBJECTS

MYP students in Grades 6-10 will take courses in the eight MYP subject groups

- Language & Literature – English, Arabic A
- Language Acquisition – French, Arabic B
- Individuals and Societies – Integrated Humanities
- Integrated Sciences
- Mathematics
- Arts – Visual Art, Music
- Design
- Physical and Health Education (PHE)

MINISTRY OF EDUCATION REQUIREMENTS

ARABIC A

Arabic A is mandatory for all students registered in the school under an Arab passport. Grades 7-12 are offered 4 lessons per week. The above is a requirement from the Ministry of Education.

ARABIC B

Arabic B is mandatory for all students in Grades 1-9 registered in the school under any nationality other than Arabic nationalities. Grades 1-9 are offered four lessons per week. From Grades 10-12, Arabic B is optional.

ISLAMIC STUDIES

Islamic Studies is mandatory for all Muslim students from Grade 1 to Grade 12, and is conducted in Arabic or English depending on the students' Arabic class (A or B).

MORAL EDUCATION & UAE SOCIAL STUDIES

Moral Education and UAE Social Studies are integrated into MYP Integrated Humanities and homeroom classes. This is mandatory from Grade 1 to Grade 9.

INCLUSION AND WELLBEING

At Fairgreen International School we prioritise inclusivity and student well-being, emphasising the creation of inclusive learning environments and addressing diverse learning needs. Our guidance focuses on fostering a culture of respect and understanding, nurturing students' social, emotional, and physical well-being to support their overall development within the MYP curriculum.

INCLUSION

As an inclusive school, we take great pride in supporting our students with individual learning needs. Based on the student's learning plan, they will receive support both in their standard classes and during separate "pull-out" sessions.

ENGLISH AS AN ADDITIONAL LANGUAGE

We offer our students support with English as an additional language. This is taught in small groups or on a one-on-one basis, supporting non-native English speakers in order for the students to improve their English skills and participate fully in the classroom activities without excessive difficulties/struggle.

COUNSELING & WELL-BEING

Counselling and well-being support are integral components of the MYP, as we recognise the significance of nurturing students' mental and emotional well-being. Our dedicated counselling services provide students and families with guidance, support, and resources to navigate academic challenges, personal social emotional growth and family crisis situations.

DREAMS

We offer a bespoke curriculum called 'Dreams' which is designed to support students' holistic development as they progress throughout the MYP. It is designed to foster the development of key life skills that promote character development and social emotional wellbeing. Students meet weekly for their Dreams class where they explore and learn important concepts relating to each of the key developmental areas of focus in Dreams, including:

- D**rive/Motivation
- R**elationships
- E**motions
- A**ccomplishment
- M**indfulness
- S**ervice

ACADEMIC AND CAREERS GUIDANCE

Throughout the Middle Years Program (MYP), students receive guidance from teachers, coordinators and the careers counsellor to make informed decisions about subject and program choices as they progress through the MYP and transition to the upper senior school.

GRADE 9 COURSE OPTIONS

In Grade 9, students have the opportunity to select two elective courses from a range of options, including Design, Music, Physical & Health Education (PHE), and Visual Arts. The assessments at the end of Grade 10 will be based on the learning acquired during the two-year duration of the chosen elective courses.

CAREERS AND DIPLOMA PROGRAMME CHOICES

During Grades 9 and 10, students and parents collaborate closely with the CP & DP Coordinators and Careers Counselor to ensure optimal choices are made, aligning with students' interests and setting a path for future success in the Careers-related and Diploma Programmes. This collaborative effort provides valuable support and guidance, enabling students to make informed decisions that lay a strong foundation for their academic and personal growth.

APPROACHES TO TEACHING

The MYP embraces a range of approaches to teaching that foster meaningful learning experiences for students. These approaches are designed to promote active engagement, critical thinking, and holistic development. Teaching in the MYP is:

Inquiry based	Provoking curiosity in order to structure and sustain exploration
Concept driven	Planning and teaching through concepts that are transferable to new contexts
Contextualized	Reaching beyond the scope of the individual subjects to establish relevance in the real world
Collaborative	Promoting effective teamwork and productive collaboration
Differentiated	Providing access to learning for a diversity of learners and needs
Informed by assessment	Balancing assessment of learning and to inform future learning
Values Academic Honesty	Recognizing and valuing ownership of work and attributing credit accordingly

APPROACHES TO LEARNING (ATL)

Fairgreen understands that the most important thing that we can teach our MYP students is how to learn effectively. In response to this the school is committed to putting increased focus on the students academic skills using the 'Approaches to Learning' (ATL) framework developed by the International Baccalaureate. The ATL framework consists of five categories of skill types:

- Thinking Skills
- Communication Skills
- Social Skills
- Research Skills
- Self-management Skills

ASSESSMENT IN THE MYP

Understanding MYP assessment may take some time and practice. If you are not sure about something, please ask the Subject Teacher or the MYP Coordinator. There are two main forms of assessment at Fairgreen International School: Formative and Summative

FORMATIVE ASSESSMENT

Formative Assessment happens continuously and the purpose is to provide feedback for both the student and the teacher to monitor progress. This includes marking on assignments which explain 'next steps' in learning, discussions between student and teachers regarding what has been learnt and informal assessment through ICT

applications such as Education Perfect or Kahoot. Oftentimes formative assessments will not be marked according to the grading criteria.

SUMMATIVE ASSESSMENT

Summative Assessment is focused on reporting what the students have learned oftentimes at the end of a unit or specific period of instruction. It aims to measure the overall level of knowledge, skills and understanding a student has acquired during a period of time. Summative assessments take many forms such as: problem-solving investigations, essays, reports, organised debates, oral presentations, tests, analysis and reflections.

KEY IB MYP ASSESSMENT INFORMATION

1. MYP assessment is carried out by teachers, according to the criteria defined by the subject guides.
2. Each subject has four criteria which are assessed at achievement levels of 0-8.
3. Each of the criterion is broken into 'strands' (smaller parts). Each strand in each of the four criteria will be summatively assessed at least twice per year in order to determine a final level for each criterion.
4. The scores for the individual criterion determine the student's overall grades (they are equally weighted).
5. These four criteria grades are added together to determine the total out of 32. This total can then be converted into a single, final overall grade. This is out of 7.
6. The final grade of 1-7 is determined by the IB's externally-determined grade boundaries.

Some guidance as to how to interpret the subject guides is given below, along with some useful tables showing the subject criteria and grade boundaries.

MYP SUBJECT CRITERIA

Subject	Criterion A	Criterion B	Criterion C	Criterion D
Language & Literature (English, Arabic)	Analysing	Organizing	Producing text	Using language
Language Acquisition (Arabic, French)	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Integrated Humanities	Knowing and understanding	Investigating	Communicating	Thinking critically
Integrated Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science

Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
The Arts (Visual Art and Music)	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical & Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Personal Project (Assessed in Grade 10)	Investigating	Planning	Taking action	Reflecting

MYP GRADE LEVELS

These are broad grade descriptors that provide information about the skills and knowledge attained by the student. Grades are based upon an accumulation of what the student can do and what they can achieve. They are based upon a set of criteria, and overall results are given by the teacher using the 'best fit' approach.

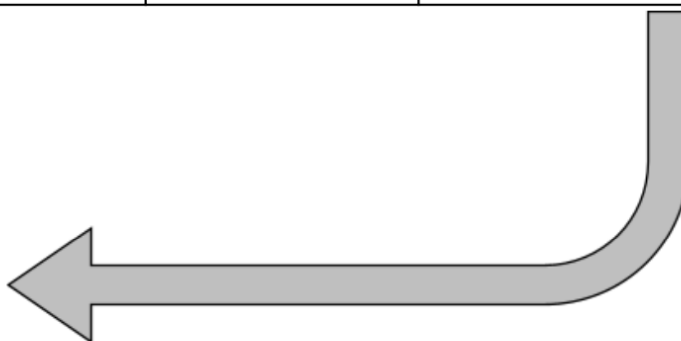
MYP Grade Level	Criterion Total	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	Produces 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.
3	10–14	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.
4	15–18	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.
5	19–23	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.
6	24–27	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.
7	28–32	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.

EXAMPLE: CALCULATING AN MYP GRADE IN MATHEMATICS

Criterion	Maximum Possible Level	Example Student Levels
A: Knowing & Understanding	8	5
B: Investigating Patterns	8	4
C: Communicating	8	6
D: Applying mathematics in real-world contexts	8	4
Total	32	19

Boundaries (based on criteria)	Final Grade (1 – 7)
1 – 5	1
6 – 9	2
10 – 14	3
15 – 18	4
19 – 23	5
24 – 27	6
28 – 32	7



Therefore, the student would achieve an overall MYP grade of 5 (out of 7) in Mathematics.

REPORTING

Managebac is the platform used by the school to provide information about, and grades for, formative and summative assessments. Students will use Managebac on a regular basis.

Student, teacher and parent communication is encouraged to take place as often as necessary. This communication can happen in various ways and through the different people within the school, such as:

- Subject teachers

- Heads of Departments
- MYP Coordinator
- Secondary Leadership Team

Any of these members of staff may reach out via email at any time, and may request meetings for various purposes. Students and parents are also encouraged to reach out when necessary. In addition to this:

- An October progress report will indicate if a student is making expected progress.
- Termly report cards will provide details on student achievement.
- From Grade 9, a transcript is produced and is updated yearly to summarise student achievement and progress.

THE MYP CORE

The MYP CORE at Fairgreen aims to foster student engagement surrounding issues of local and global significance and empower them to become agents of positive change, contributing to a more just, sustainable and inclusive society. The MYP CORE consists of the following:

SERVICE AS ACTION

Grade 6-10 participate in school and student initiated Service as Action activities throughout the MYP. Service as Action encourages students to actively engage in meaningful community service, promoting their personal growth and social responsibility.

INTERDISCIPLINARY UNITS OF STUDY

Each year MYP students will participate in one distinct interdisciplinary unit(IDU). IDUs are collaborative learning experiences where students explore connections between different subject areas, integrating knowledge and skills to deepen their understanding of complex, real-world topics. These units encourage students to think critically, make interdisciplinary connections, and apply their learning in meaningful ways, fostering a holistic and interconnected approach to education.

THE COMMUNITY PROJECT (G8)

The MYP Community Project is a student-led initiative that takes place in Grade 8 where students identify and address a real-world issue of personal significance in their local or global community. Through the project, students engage in inquiry, research, and action, applying their skills and knowledge to make a positive impact and develop a sense of social responsibility.

THE PERSONAL PROJECT (G10)

The MYP Personal Project is a culminating independent project that takes place during Grade 10, where students delve into an area of personal interest, demonstrating their skills, creativity, and critical thinking. Through research, planning, and reflection, students pursue their passion, creating a unique and meaningful project that showcases their personal growth and learning throughout the MYP.

WEEK WITHOUT WALLS (WWW)

During Week Without Walls students have the opportunity to learn beyond the classroom in exciting experiences that provide real opportunities to build strong and positive friendships and help them to develop team-building and leadership skills. They travel to locations outside the school, experience unfamiliar cultures, and participate in activity-based learning that includes community service. Updates

THE MYP eASSESSMENT

Starting in Spring 2025, Grade 10 students will have the opportunity to take the MYP eAssessment and earn the internationally recognized MYP Certificate. The eAssessment provides a comprehensive and flexible assessment system that evaluates students' knowledge, understanding, and skills across the MYP subject areas. The MYP eAssessment includes on-screen examinations, ePortfolios, and other interactive assessment components, promoting critical thinking, research skills, and effective communication in a digital format. Students and Parents will receive more detailed information about how to prepare for the eAssessment in Grade 9 and 10.

USE OF ICT

Fairgreen International School is an Apple School and students are required to bring a charged device to enhance their learning each day.

- Grades 6-10: iPad or MacBook Requirements:
 - iPad 9th or 10th Generation
 - OR
 - Macbook Air M1 or M2

Students are expected to use their devices responsibly and in line with Fairgreen's [Acceptable Use Policy](#). All students will be asked to sign this document to state that they understand and will adhere to the Policy.

ManageBac is the online platform used to develop our curriculum. It is a system used for planning, assessing and reporting.

ManageBac will allow you as a student/parent to understand:

- What is being taught (unit overview)
- What learning is being asked for (summative assessment tasks)
- When the assessment tasks are due (deadlines)
- Summaries of performance (summative grades and reports)

CONTACT DETAILS

Fairgreen Reception
971 4 875 4999
info@fairgreen.ae

Admissions
971 4 875 4999 ext. 3510
admissions@fairgreen.ae

Accounts
971 4 875 4999 ext. 3540
accounts@fairgreen.ae