

SECTION 5

CURRICULUM, EVIDENCE OF LEARNING AND ASSESSMENT UPDATES

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5.1 Introduction

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

- Learning is inquiry-based and builds on the learner's experiences
- Students are taught using disciplinary, interdisciplinary, and transdisciplinary approaches where relevant, with the goal of building connections across subject areas
- Teaching methods account for students' different learning styles
- There is a clear focus on learning outcomes and assessment for learning throughout the curriculum, program of study and timetable
- The learning environment is considered as the third teacher where students learn and explore in a safe and secure space
- The school is in partnership with parents/guardians, providing consistent support and setting similar expectations

All the learning and teaching in the school is based on the three programs 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 Program (PYP). In the Middle school, we offer the Middle Years Program (MYP) for Grades 6-8. This is continued in the High School for Grades 9-10 and is followed by the Diploma Program in Grades 11-12. These courses 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:

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5.2 Primary Curriculum EC1-Grade 5

ISL Qatar has been implementing the Primary Years Program (PYP) for 11 years and has been an IB authorized school since January 2012. The PYP is a concept-driven, inquiry-based program where children have the opportunity to explore big ideas connected to real life. PYP is a transdisciplinary program, which includes subject areas: Math, Social Studies, Science, Language, Personal, Social and Physical Education and the Arts. As the PYP is a trans-disciplinary program, these subjects are not taught in isolation but rather through making real-life connections across the disciplines within six themes. These themes allow for in-depth inquiry and the development of knowledge, skills, attitudes, and the understanding of big ideas. Students are also expected to take action as a result of their learning.

During the 4-day cycle, several periods are allocated to be taught by single subject teachers. The time allocated per single subject is indicated in the table below.

Course	EC1	EC2	Kindergarten	G1-G5
Physical Education	80 minutes	80 minutes	80 minutes	60 minutes
Additional Languages (MT/Acquisition/Arabic Through Play)	60 minutes	100 minutes	120 minutes	200 minutes
Islamic Studies* /Student Wellbeing/Arabic Language & Culture	none	None	70 minutes	70 minutes
Arts	60 minutes	60 minutes	60 minutes	80 minutes
Library/Research Hub	80 minutes	80 minutes	60 minutes	60 minutes

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.

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 expected to 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 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.

5.3 Middle and High school Curriculum Grades 6-10

Middle School Curriculum Grades 6-8 - The IB Middle Years Program

The Grades 6-8 curriculum is based on the IB Middle Years Program (MYP), one that ensures the students gain a balanced experience in a broad range of subjects. The middle school schedule is based on a one-week cycle. The number of periods per 5 days is shown in the following table. Periods are 60 minutes in length with a 5-minute transition “pass” time between each class, except breaks.

Key:

I&S - Individuals and Societies, including Qatar History in G6-G9

MT - Mother Tongue CS - Computer Science

The Arts - Music or Visual Arts or Drama as a single subject PHE - Physical and Health Education
Islamic Studies has two classes; one for all Muslim Arabic speaking students, that is taught in Arabic, and the second for all Muslim Non-Arabic speaking students taught in English. This subject is a statutory requirement for all Muslim students.

High School Curriculum Grades 9-10 - The IB Middle Years Program

The curriculum in Grades 9 & 10 follows the IB Middle Years Program (MYP). The timetable in the High School follows a four-day, eight block rotation schedule with each block being 80-minutes in length.

Sunday	Monday	Tuesday	Wednesday	Thursday
Block 1 Block 2 Community Time Lunch Block 3 Block 4	Block 5 Block 6 Community Time Lunch Block 7 Block 8	Block 1 Block 2 Lunch Block 3 Block 4	Block 5 Block 6 Community Time Lunch Block 7 Block 8	Block 1 Block 2 Community Time Lunch Block 3 Block 4
Sunday	Monday	Tuesday	Wednesday	Thursday
Block 5 Block 6 Community Time Lunch Block 7 Block 8	Block 1 Block 2 Community Time Lunch Block 3 Block 4	Block 5 Block 6 Lunch Block 7 Block 8	Block 1 Block 2 Community Time Lunch Block 3 Block 4	Block 5 Block 6 Community Time Lunch Block 7 Block 8

Annual progression

Progression at the end of each year in Middle and High School 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 analyzing 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.

* WIDA Language Model

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

6- Reaching	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Specialized or technical language of the content areas A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports Oral or written language approaching comparability to that of proficient English peers when presented with grade level material
4-Expanding	<ul style="list-style-type: none"> Specific and some technical language of the content areas A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs Oral or written language with minimal phono-logical, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support
3-Developing	<ul style="list-style-type: none"> 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 communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
2-Beginning	<ul style="list-style-type: none"> General language related to the content areas Phrases or short sentences Oral or written language with phono-logical, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support
1-Entering	<ul style="list-style-type: none"> 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-, choice or yes/no questions, or statements with sensory, graphic, or interactive support

EAL is unique to other class programs, as students learn language best in small groups. EAL students are simultaneously learning 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 High School Curriculum Grades 11-12 - The IB Diploma Program

ISL Qatar offers two main pathways to graduation. We offer an internationally accredited High School Diploma as well as a pathway to earning International Baccalaureate (IB) Diploma. Both graduation pathways are rigorous and can be personalized to meet the needs of each individual student. The full IB Diploma is an academically challenging two-year pre-university program. Students normally enter the program 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 program 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 Program (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 extended piece 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.

Below are the minimum graduation requirements for High School students.

Subject	Minimum Credits Required for Graduation
Literature	4
Languages	3
Individuals & Societies	3
Science	4
Mathematics	4
Physical & Health Education	4
Arts	
Design	
Senior Seminar**	1
Electives*	6
Service as Action / CAS completion	4

* Additional classes from the subjects listed above beyond the minimum credits will be considered as electives

** Senior Seminar requirements can be met by the completion of the IB Theory of Knowledge course.

Total credits needed for graduation = 33

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.



Exceptions (Higher-Level)

Science

Students who wish to study two sciences at Higher Level will be required to achieve a grade of 6 in both of their MYP science courses. In such 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 of 5 in MYP Extended Mathematics or a grade of 7 in MYP Standard Mathematics. In the latter case, a total of at least 14 points is required from those subjects that students have elected to 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 High School.

Multilingualism and the Home Languages Program

At the International School of London Qatar, we believe that language is the core to the development of internationally minded individuals, 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 program 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, home languages 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 setting. Arabic courses are offered in language and literature, language acquisition and culture as well as Arabic through Play.

In line with the philosophy of the ISL Group, we aim to provide Home Language tuition in as many languages as possible. The Home 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 Home Language Program. There are many benefits to developing 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 Home 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 Home Language lessons are scheduled at the same time as the Language Acquisition classes. Students who have English as their Home Language or those for whom we are unable to provide classes in their own Home Language, have the choice to enrol in French and Spanish in Primary and Middle School and in Arabic Acquisition in Middle School only.

The Home 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 and Turkish. The Home 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) or Salma Waly, Head of Multilingualism

swaly@islqatar.org .

5.5 Academic Integrity and Academic Honesty in the Diploma Program

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 academic integrity policy applies to all subjects and aims to fulfil the school’s Mission Statement by “empowering learner to lead through compassion, collaboration, Creativity and Critical Thinking.” Academic integrity is part of a process which involves effective inquiry, dedicated teaching and personalized 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](#).

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

5.6 Assessment & Evidencing Learning

5.6.1 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.

Learning conversations are held in four different formats: September Introductions (parent/teacher) Three-ways (parent/teacher/student), Two-ways (parent/teacher) and Student-led conversations (student/parent). Any special needs or barriers to learning are discussed with parents as necessary. Written report cards are shared with parents twice a year.

5.6.2 Middle and High School

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

5.7 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 their full capacity and the learning outcomes would be maximized by providing additional time.

Extension to Deadlines in the High School

(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. 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 7.30am, 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 Level Leader and Community Time Teacher will meet with those students who persistently submit work after deadlines or not at all to agree on a 'success plan' 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

Teachers should use their discretion to allow the resubmission of any assessment task (either summative or formative), especially if they believe students are working to their full capacity and the learning outcomes would be maximized 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 and the DP Coordinator. The DP coordinator will publish these dates to all stakeholders at the beginning 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.

Submission of the draft

The submission should be complete, in that it contains all 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 automatically 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 and 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. The student will be asked to:
 - explain the methods used
 - summarize 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

5.8 Student Progress Updates and 3-Way Conversations

Primary School Evidencing Learning Events	
XX	Primary School “September Conversations”
23/11/2023 (Th)	3-Way Conversations (on-campus, no classes)
14/12/2023 (Th)	Mid-Year Reports Issued (iSAMS)
22/02/2024 (Th)	Primary School 2-Way Conversations (online, no classes)
25/04/2024 (Th)	Primary School Student-Led Conversations (on campus, no classes)
28/05/2024 (Tu)	IB PYP Exhibition Evening
13/06/2024 (Th)	End of Year Reports Issued (iSAMS)

OR

	Sept/Oct	November	December	January	February	April	May	June
PS	“September Conversations” (Ongoing)	3-Way Conversations (on-campus, no classes) 23/11/2023	Mid-Year Reports Issued (iSAMS) 14/12/2023		2-Way Conversations (online, no classes) 22/02/2024	Student-Led Conversations (on campus, no classes) 25/04/2024	IB PYP Exhibition Evening	End of Year Reports Issued (iSAMS) 13/06/2024
MS		3-Way Conversations (online, no classes) 15 & 16/11/2023		Mid-Year Reports Issued 25/01/2024	G8 Community Project Exhibition 28/02/2024	Progress Reports Issued 04/04/2024		End of Year Reports Issued 13/06/2024
HS		3-Way Conversations (online, no classes) 15 & 16/11/2023	Mid-Year Reports Issued 14/12/2023			Progress Reports Issued 04/04/2024 G12 End of Year Reports Issued -TBC		End of Year Reports Issued (G9 to G11) 13/06/202