

Middle Years Programme Grade 6 - Grade 10 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



This handbook is designed to help students and families understand the structure, expectations and opportunities of the Middle Years Programme at Fairgreen. It explains how students learn, how they are assessed, how progress is reported, and how the MYP prepares students for the CP, DP and future pathways.

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.

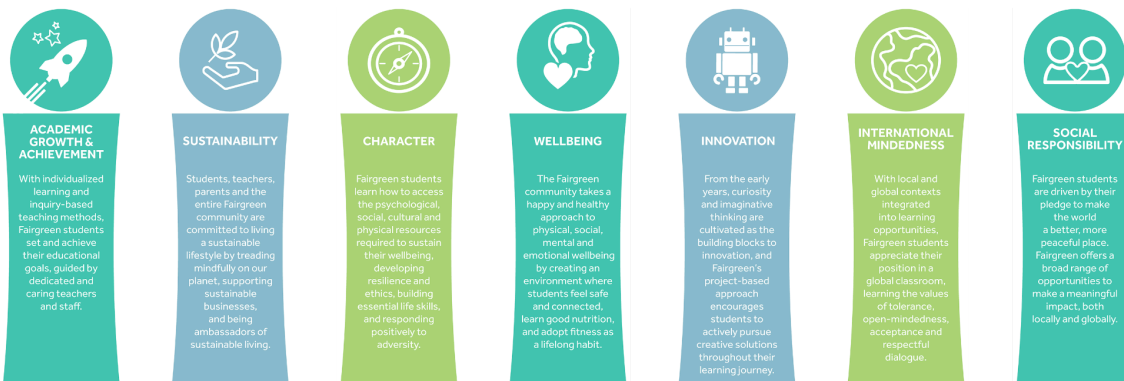
OUR VISION

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

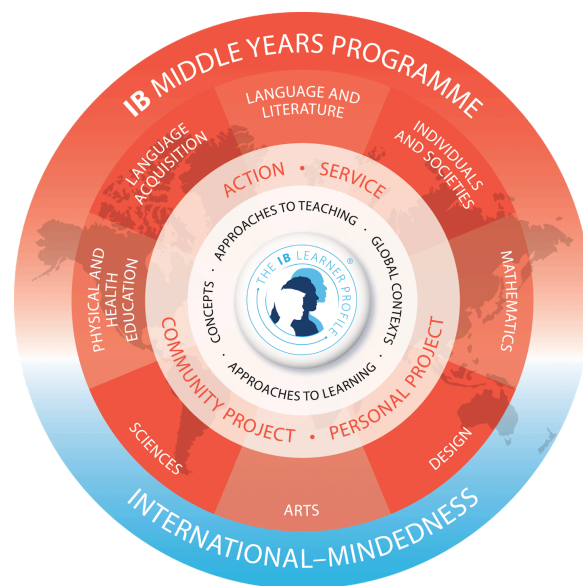


MIDDLE YEARS PROGRAMME

The Middle Years Programme (MYP) is an internationally recognised framework for students aged 11–16. It encourages students to make connections between subjects, apply their learning to real-world contexts, and develop the skills, attitudes and understanding needed for success in the CP, DP and beyond.

THE MIDDLE YEARS PROGRAMME AT FAIRGREEN

The Middle Years Programme at Fairgreen provides students with a broad, balanced and challenging curriculum from Grade 6 to Grade 10. Students study across the eight MYP subject groups, while also engaging with additional Ministry of Education requirements and core elements of the MYP such as Community Engagement, Interdisciplinary Learning, the Community Project and the Personal Project.



As students move through the MYP, the curriculum becomes increasingly specialised. In the Lower MYP, students experience a broad range of subjects that help them develop foundational knowledge, skills and confidence. In the Upper MYP, students begin to make more focused choices that support their interests, strengths and future pathways into the IB Career-related Programme, IB Diploma Programme and beyond.

LOWER MYP: GRADES 6–8

In Grades 6 to 8, students follow a broad curriculum across the MYP subject groups. This allows them to develop a wide range of skills, experience different areas of learning, and build strong foundations for the later years of the programme.

Students are encouraged to become confident learners who can ask questions, make connections between subjects, communicate their ideas clearly, work collaboratively and reflect on their progress. The Lower MYP also helps students develop the Approaches to Learning skills that they will need as the curriculum becomes more demanding.

In Grade 8, students complete the MYP Community Project, which gives them the opportunity to identify a need within a community, plan meaningful action, and reflect on the impact of their learning.

UPPER MYP: GRADES 9–10

In Grades 9 and 10, students continue to study a broad MYP curriculum while beginning to make more focused choices. The Upper MYP is designed to prepare students for the

expectations of the MYP eAssessment and the IB Career-related Programme, the IB Diploma Programme and other future pathways.

Students continue to study core subjects including English, Mathematics, Sciences and Individuals and Societies. They also continue with Language Acquisition and Ministry-required subjects where applicable. In addition, students select elective subjects from available options such as Design, Music, Physical and Health Education, and Visual Arts. These elective choices are studied over two years and may contribute to the student's MYP eAssessment pathway in Grade 10.

As students complete the Upper MYP, they may be eligible to receive IB-validated MYP course results and, where requirements are met, the IB MYP Certificate.

MYP Subject Progression

Subject Area	Lower MYP: Grades 6–8	Upper MYP: Grades 9–10
Language and Literature	-English Language and Literature for all students -Arabic A for students registered under an Arab passport	
Language Acquisition	-Students study both French and Spanish in Grade 6. -From Grade 7, students are placed in the appropriate language pathway. -Arabic B continues in line with the Ministry of Education requirements.	-Students continue with an appropriate French or Spanish pathway in preparation for the eAssessment at the Emergent, Capable or Proficient level. -Arabic B is required until the end of Grade 9 for students registered under non-Arab passports. Non-Arab passport holders do not continue with Arabic B in Grade 10.
Individuals and Societies	Students study Individuals and Societies through an Integrated Humanities course. This introduces students to key ideas, concepts and skills from subjects such as History, Geography, Economics and Social Studies.	Students continue with Integrated Humanities, with increasing focus on analytical thinking, source work, conceptual understanding, real-world issues and preparation for MYP eAssessment.
Sciences	Students study Integrated Science, developing foundational	Students follow one of three two-year Science pathways:

	knowledge and skills across Biology, Chemistry and Physics. This helps students understand how different areas of science connect.	• Integrated Sciences • Biology & Chemistry • Chemistry & Physics. These pathways support preparation for MYP eAssessment and future CP/DP science choices.
Mathematics	Students study Mathematics , developing number, algebra, geometry, statistics, problem-solving and mathematical communication skills.	Students are placed in Mathematics Standard or Mathematics Extended, based on student progress, readiness, assessment evidence and teacher recommendation.
Arts, Design and Physical and Health Education	Students experience creative, practical and physical subjects, including Performing Arts, Visual Arts, Design and Physical and Health Education.	Students select two ePortfolio elective subjects in Grade 9 and are guided to prioritise one in Grade 10. Options include: Music, Visual Arts, Design, Physical and Health Education.
Ministry Requirements	Students study Arabic A or Arabic B, Islamic Studies where applicable, UAE Social Studies / Moral, Social and Cultural Studies, and Moral Education, according to Ministry of Education requirements.	
MYP Core and Wider Learning	Students participate in Community Engagement, Interdisciplinary Units, the pastoral DREAMS programme, and the Grade 8 Community Project.	Students continue with Community Engagement, Interdisciplinary Units and the pastoral DREAMS programme. In Grade 10, students complete the Personal Project and prepare for MYP eAssessment.

Language Acquisition Pathways

French and Spanish are available as Language Acquisition options in the MYP. In Grade 6, they study both languages before being placed in the appropriate pathway from Grade 7 onwards.

As this is a Language Acquisition programme, students who are already fluent or highly proficient in one language will generally be guided towards another language in order to continue developing their additional language skills. For example, students who are fluent in Spanish or who have significant prior experience learning Spanish will generally be

expected to study French. Students who are fluent in French or who have significant prior experience learning French will generally be expected to study Spanish.

Students who are currently progressing well in French may be recommended to remain on their current pathway, where this is judged to be the most appropriate option for their continued language development.

As per Ministry of Education requirements, all students will also continue to take Arabic A or Arabic B until the end of Grade 9. Students who are exempt from Language Acquisition lessons to support identified additional needs will continue to be considered on an individual basis.

Science Pathways

In the Upper MYP, students follow one of three science pathways. These pathways are designed to support students' scientific understanding, prepare them for MYP eAssessment, and help them make informed choices about CP/DP subjects and future academic interests.

Science Pathway	What students study	This pathway may support students interested in...
Integrated Sciences	A combined science course that brings together Biology, Chemistry and Physics through conceptual and real-world contexts. Students develop a broad understanding of how different areas of science connect and apply scientific thinking across different disciplines.	Keeping future science options open; developing a balanced foundation across Biology, Chemistry and Physics; future study in Biology, Chemistry, Physics, Environmental Systems and Societies, Sports Exercise and Health Science, or other science-related pathways.
Biology & Chemistry	A specialised pathway with a deeper focus on living systems and chemical processes. Students develop practical, analytical and scientific inquiry skills across these two closely connected sciences.	Medicine, health sciences, environmental science, genetics, ecosystems, human physiology, chemical processes, IB Diploma Biology, IB Diploma Chemistry, or interdisciplinary science pathways.
Chemistry & Physics	A specialised pathway with a deeper focus on matter, energy, forces, materials, motion and physical systems. This pathway has strong links to mathematics, practical investigation and problem-solving.	Engineering, technology, physical sciences, applied sciences, materials science, problem-solving, mathematical applications, IB Diploma Physics, IB Diploma Chemistry, or other STEM-related pathways.

Mathematics Pathways

In the Upper MYP, students are placed in either Mathematics Standard or Mathematics Extended. Placement decisions are made using a range of evidence, including

assessment data, classroom performance, mathematical confidence, problem-solving skills and teacher recommendation.

Both pathways allow students to develop strong mathematical understanding. The Extended pathway is designed for students who are ready for greater depth, complexity and pace, and who may be considering IB Diploma Mathematics: Analysis and Approaches, particularly at Higher Level. Families are informed of pathway recommendations before students begin Grade 9.

Grade 9 and 10 Elective Choices

In Grades 9 and 10, students select elective subjects from the options available. These include:

- Design
- Music
- Physical and Health Education
- Visual Arts

Elective courses are studied across the two-year Upper MYP programme. One of the requirements of MYP eAssessment and the MYP Certificate is that students submit an ePortfolio from one of their elective subjects. Students begin with two elective subjects in Grade 9 and are then guided in Grade 10 to prioritise one subject for the ePortfolio.

Students should make thoughtful choices based on their interests, strengths, future pathway aspirations and willingness to commit to the subject over time. Elective choices may also influence CP/DP subject selection, particularly where students wish to continue with a Group 6 subject such as Music or Visual Arts.

Preparing for Future Pathways

Throughout Grades 9 and 10, students and families receive guidance from subject teachers, the MYP Coordinator, the CP and DP Coordinators, and the careers counselling team. This support helps students make informed decisions about subject choices, pathway planning and future opportunities.

These conversations help students understand how their MYP learning and subject choices may connect to future CP/DP subjects, university requirements, career interests and personal goals. Students are encouraged to think carefully about their options, while being supported to keep pathways open wherever possible and to make choices that reflect both their current progress and future potential.

THE MYP CORE: LEARNING BEYOND SUBJECTS:

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:

COMMUNITY ENGAGEMENT

Students in Grades 6–10 participate in school-led and student-initiated Community Engagements, formally known as Service as Action, throughout the MYP. Community Engagements offer students valuable opportunities to address real-world issues within their communities. Through these experiences, learners take principled action, which means they apply their learning ethically and thoughtfully. By engaging in sustained inquiry and critical reflection, students develop the essential qualities of the IB Learner Profile. These attributes are crucial for success in their future academic endeavours and in life.

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. We work closely with vetted partners to ensure the safety, wellbeing and growth of our students.

INCLUSION, WELLBEING AND STUDENT SUPPORT

At Fairgreen International School we prioritise inclusivity and student wellbeing, 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 wellbeing 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, support may be provided within lessons and, where appropriate, through targeted small-group or individual 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 classroom learning with increasing confidence and independence.

COUNSELLING & WELLBEING

Counselling and wellbeing support are integral components of the MYP, as we recognise the significance of nurturing students' mental and emotional wellbeing. Our dedicated counselling services provide students and families with guidance, support, and resources to navigate academic challenges, personal and social-emotional development, and family circumstances that may affect wellbeing.

DREAMS

As part of our pastoral programme, 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:

Drive/Motivation
Relationships
Emotions
Accomplishment
Mindfulness
Service

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:

MYP teaching is...	What this means...
Inquiry based	Students are encouraged to ask questions, explore ideas and develop curiosity.
Concept driven	Learning is organised around transferable ideas that help students make connections.
Contextualized	Students connect learning to real-world issues and situations.
Collaborative	Students learn through discussion, teamwork and shared problem-solving.

Differentiated	Teachers plan learning to support a range of needs and abilities.
Informed by assessment	Teachers use evidence of learning to give feedback and plan next steps.
Values Academic Honesty	Students learn to value original work, cite sources and act with integrity.

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

MYP assessment is criterion-related. This means students are assessed against clearly defined subject criteria rather than ranked against other students. Each subject has four criteria, and each criterion is assessed using achievement levels from 0–8. 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 and inform next steps for instruction. This includes marking on assignments which explain 'next steps' in learning, discussions between student and teachers regarding what has been learned and informal assessment.

SUMMATIVE ASSESSMENT

Summative assessment focuses on what students have learned, often 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 criteria 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 help 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 AND GRADE DESCRIPTORS

Subject	Criterion A	Criterion B	Criterion C	Criterion D
Language & Literature (English, Arabic)	Analysing	Organizing	Producing text	Using language
Language Acquisition (Arabic, French, Spanish)	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Integrated Humanities	Knowing and understanding	Investigating	Communicating	Thinking critically
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
Interdisciplinary Unit (IDU)	Evaluating	Synthesising	Reflecting	-

MYP GRADE DESCRIPTORS

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.

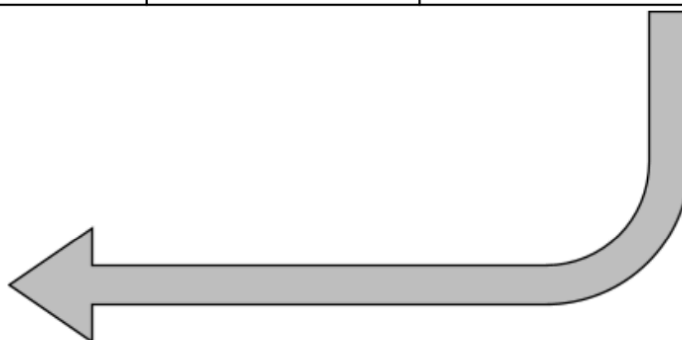
MYP Grade Level	Criterion Total	Descriptor
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	Produces 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 share assessment information, summative grades, reports, attendance and behaviour records. 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.

REPORTING PERIODS

Students receive 2 progress reports and 2 full reports each academic year to keep students and parents informed about academic progress throughout the year. The Mid Year report is issued halfway through the school year, and the End of Year report is issued during the last week of school. The progress reports are issued in between. Specific dates are shared on the academic calendar each year.

Progress reports:

- Provide information on criteria grades at that point in time. For the first progress report, at least 2 criteria will have been summatively assessed. Criteria that have not yet been assessed will not have grade information.

Mid and End of Year reports:

- Provide a more comprehensive summary of student achievement.
- All criteria will have grades, in addition to an overall MYP level.
- Comments are provided by teachers to summarise strengths and areas for growth.

From Grade 9, a transcript is produced and is updated yearly to summarise student achievement and progress.

PROGRESSION THROUGH THE MYP

As students progress through the MYP, the curriculum becomes more rigorous each year as content and skills become more complex and demanding. This is reflected in subject specific assessment criteria which describe the expectations for each criterion in MYP years 1, 3 and 5 (Grades 6, 8 and 10). These increased demands are intentional as it prepares students to be able to demonstrate the necessary skills to earn the MYP Certificate at the end of Grade 10 and enter the IBCP and IBDP when they reach Grade 11.

As such, students should demonstrate a quality of work that shows they can grasp concepts, communicate their understanding and use critical and creative thinking in order to successfully access the curriculum. The following guidelines are in place for MYP students:

- Students who score a 4 and above in their subjects are demonstrating good quality work that will enable them to progress to the next grade level and access curriculum.
- Students who score a 3 are demonstrating work of an acceptable level but may experience some difficulties in accessing some areas of the curriculum, especially when higher order thinking skills are required. Students who score a 3 may require monitoring in the next grade level.

- Students who score a 2 or below are not yet demonstrating work at the expected level and may require significant support to access the curriculum in the next grade level. If a student earns a 2 or below in several subjects, they may be required to repeat the grade level or a change of curriculum may be recommended.

Promotion Requirements

- For promotion between grades 6-9, students are expected to achieve a minimum of 30 total points in their End-of-Year report across their 10 required subjects (excluding Islamic Studies).
- To be promoted from grade 9 to grade 10, students need to achieve at least 28 total points in their End-of-Year report across their 8 subjects (excluding Islamic Studies).
- To obtain the IB MYP Certificate, candidates must achieve a minimum of 28 total points across the certificate's 8 components (detailed below) and fulfill the school's community engagement expectations.
- Students of determination are considered on a case by case basis to determine their progress throughout the MYP.

The Secondary Principal, Vice Principal and MYP Coordinator will make final decisions regarding progression throughout the MYP.

THE MYP CERTIFICATE AND eASSESSMENT

Students who complete MYP Year 5, which is Grade 10, are eligible to receive IB MYP course results that report their achievements in the programme, including the successful completion of the Personal Project and the school's expectations for community engagements. IB MYP course results provide official documentation of successful grades that have been externally validated by MYP eAssessment.

The IB MYP certificate is the highest standard of achievement in the programme. The IB MYP certificate requires participation in at least Year 5 of the programme (with recommended participation for the final two years), and IB-validated grades of 3 or higher in:

- six on-screen examinations (one from each of five required subject groups, plus an interdisciplinary assessment)
- one internal speaking assessment from a course of study in language acquisition
- one ePortfolio from a course in Physical and Health Education, Visual Arts, Music or Design
- the Personal Project.

Onscreen examination subjects	Mathematics	Language and literature	Sciences	Optional eAssessment
	Language acquisition	Individuals and societies	Interdisciplinary	
	individually, externally marked			
Course work ePortfolio	Language acquisition	Physical and Health Education	Design	
	Arts			
	internally marked, externally moderated (dynamic sampling)			
Personal project				
	internally marked, externally moderated (dynamic sampling)			

In order to obtain the IB MYP certificate, candidates must achieve at least 28 total points across the certificate's 8 components, and meet the school's expectations for community engagements.

MYP course results and the IB MYP certificate report student ability and achievement, which helps to demonstrate their preparation for further study, including participation in advanced academic and career-related programmes. Students and Parents will receive more detailed information about how to prepare for the eAssessment in Grade 9 and 10.

TECHNOLOGY AND DIGITAL EXPECTATIONS

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

Grades 6-8

- Students in these grades may choose either an iPad or a MacBook.

If choosing an iPad...	
Choose from the following iPads:	- iPad 11-inch: A16 Chip (WiFi) - iPad Pro M5 Chip (WiFi, 11 inches) - iPad Air M4 Chip (WiFi, 11 inches) Note: iPad Minis are not suitable
Essential:	- Minimum Memory = 256GB - iPad Cover

Recommended:	• Apple Pencil / stylus • Keyboard
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If choosing a MacBook...	
Choose the following MacBook:	• MacBook Air 13-inch M5 chip
Essential:	• Minimum Memory = 256GB • 16GB Memory

Grades 9-12

- All students in these grades are required to have a Macbook:

Model:	• MacBook Air 13-inch M5 chip
Essential:	• Minimum Memory = 256GB • 16GB Memory

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.

Mosyle's Mobile Device Management System (MDM)

Fairgreen employs Mosyle's Device Management System as a network fortification to improve the security and connectivity of student iPads and MacBooks. All student devices must have the MDM solution installed in order to comply with Fairgreen's Acceptable Use Policy and to use their device while at school. Please see our Mobile Device Management (MDM) Policy [here](#).

This system allows the school to manage software/app installation and provide troubleshooting assistance to student devices. It restricts usage of non-educational apps during school hours only, adds a further layer of protection from outside attacks, and ensures our school system is not compromised.

MDM provides parents with an optional ScreenGuide tool which allows parental management of features on student devices including the management of screen time and sleep hours, as well as the restriction of apps/content. The IT Department can assist parents who wish to set such parental control on their child's device.

MDM does not provide Fairgreen with access to any data on student devices' apps (photos/videos, emails, etc.).

Managebac

ManageBac is the online platform used to share curriculum information, assessment tasks, deadlines and reports with students and parents.

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

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