



Secondary Academic Complaints Procedure
Anglican International School Jerusalem

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1. Purpose & Scope

This procedure is designed to provide a clear, respectful, and transparent process for parents, guardians, and students to raise concerns or complaints related to the academic programmes at AISJ, including the implementation and delivery of the IB Middle Years Programme (MYP) and Diploma Programme (IBDP). It aims to ensure that all concerns are addressed fairly and in a manner consistent with the values and principles of both the school and the International Baccalaureate (IB).

The procedure outlined here applies specifically to complaints related to the following aspects of the school's delivery of IB Programmes, as well as AISJ options classes:

- **Academic concerns:** Teaching and learning, curriculum delivery, internal IB assessment practices, and academic integrity within the IB framework.
- **Behavioral concerns:** Student conduct, disciplinary measures, and related student support.
- **Policy implementation concerns:** The application of school policies that affect student rights and well-being, including those mandated by the IB.

2. Basic Principles

The following basic principles guide the complaints procedure at AISJ:

- **Transparency:** The complaints procedure is clear and accessible to all teachers, parents, guardians, and students.
- **Fairness:** All complaints will be handled impartially, and all relevant parties will be given an opportunity to be heard. Anonymous complaints will not be considered.
- **Confidentiality:** All complaints will be handled with sensitivity, and in a confidential manner.
- **Respect:** All interactions will be conducted with respect, and openness to diverse perspectives.

3. Dialogue & Resolution

Open dialogue is encouraged at AISJ. Whenever possible, students and parents are encouraged to discuss concerns relating to a particular class directly with the relevant teacher. Where issues are particularly sensitive, a mediated meeting may be arranged involving the relevant teacher, as well as the homeroom teacher, Middle Years Programme Coordinator (MYPC), Diploma Programme Coordinator (DPC) or Head of Secondary (HoS), as appropriate. In many cases, this is sufficient to resolve the matter. Where the matter remains unresolved, the formal complaints procedure may be initiated.

4. Formal complaints

In a case where dialogue and resolution has not been sufficient to resolve an issue, a formal complaint may be submitted, according to the following procedure:

- Formal complaints must be submitted in writing and in a timely manner. Anonymous complaints will not be accepted.
- Formal complaints should include a detailed description of the complaint and any steps already taken to resolve the issue.
- Formal complaints should be submitted to the appropriate Programme Coordinator and Head of Secondary (HoS), who will investigate the matter and endeavour to reach an equitable resolution. The investigation may include discussions with the complainant, the student, relevant staff members, and other parties, as appropriate.
- Upon conclusion of the investigation, the complainant will receive a written response outlining the findings and any actions to be taken.
- If the complainant is dissatisfied with the outcome, they may appeal to the Principal.

5. MYP Assessment Enquiries

AISJ students, parents and guardians can monitor student progress via the Managebac platform. MYP student work is assessed on a 1-8 scale, using the subject specific assessment criteria available in the MYP subject guides. Explanations of the criteria are included with each scheduled assessment task on Managebac and are used for all

summative assessments, to provide transparency.

Teachers are available to provide further clarification on assessment outcomes, and any enquiries should be directed to the teacher concerned. Grades are not subject to negotiation or pressure for change.

Please note that, as outlined in the [AISJ Secondary Academic Integrity Policy](#), attempts by students or parents to pressure teachers regarding grades is considered inappropriate and may be treated as a breach of school expectations and IB academic integrity principles.

6. IBDP Assessment Enquiries & Appeals

6.1 Internal Assessment

As in the MYP, parents and guardians can monitor student progress during the Diploma years via the Managebac platform. In IBDP courses, school assessments aim to provide an accurate indication of the IB grade a student is likely to achieve based on their semester work.

Semester grades range from 1 to 7, with a passing mark of 3 or above required to earn a semester credit. Weighting and mark bands for the components of school assessment are determined by each department to reflect, as accurately as possible, the students' progress in relation to IB expectations in each semester.

Teachers are available to provide further clarification on assessment outcomes, and any enquiries should be directed to the teacher concerned. Grades are not subject to negotiation or pressure for change.

Please note that, as outlined in the [AISJ Secondary Academic Integrity Policy](#), attempts by students or parents to pressure teachers regarding grades is considered inappropriate and may be treated as a breach of school expectations and IB academic integrity principles.

6.2 Pamoja Assessment

For students enrolled in IBDP courses offered online by the school through Pamoja Education, weighting and mark bands are determined by Pamoja teachers. Pamoja grades are generally accompanied by comprehensive comments, but it is acceptable to request further

clarification from the Pamoja teacher on assessment outcomes, if appropriate. Grades are not subject to negotiation or pressure for change. Any other concerns regarding Pamoja can be raised with the school's Pamoja Site-based Coordinator (SBC) and the DP Coordinator.

As with courses offered within the school, attempts by students or parents to pressure teachers regarding grades is considered inappropriate and may be treated as a breach of school expectations and IB academic integrity principles.

6.3 External Assessment

In some cases, a student may request that the DP Coordinator initiate an *Enquiry Upon Results* (EUR) to have an external assessment re-marked if they believe the grade in a particular subject does not reflect their performance. This process requires written consent of a parent or legal guardian, and is subject to a fee. If the outcome of the EUR is unsatisfactory, the student may submit an appeal in accordance with the IB's appeals procedure, which is reserved for cases involving extenuating circumstances.

7. Escalation to the IB

In the rare event that the complaint can not be resolved within the school, The International Baccalaureate (IB) Organization provides [its own complaints and appeals procedures](#) for matters related to IB services, policies, or assessment decisions. In appropriate situations, where the issue specifically concerns IB standards or procedures, the school may be able to assist the complainant in contacting the IB.

Please note that the IB stipulates that they are unable to consider complaints about many services delivered by schools, including:

- admissions
- fees
- premises and facilities
- rules and policies
- teacher performance or quality
- student support.