

2026

2027

Middle School Handbook

*Imagining and
designing a
better world
together.*

Core Values



We value diversity, inclusivity, and individual perspective, promoting acceptance and appreciation.



We try our best to be honest and to do what is right.



We foster passion, perseverance and a growth mindset to overcome challenges and meet our goals.



We promote empathy, compassion, and respect to foster a caring community.



Empowering learners to lead through compassion, collaboration, creativity and critical thinking.

Imagining and designing a better world together.

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WELCOME TO THE MS FAMILY GUIDE 2026/2027

Welcome Message from Head of Middle School

“Welcome to the Middle School Family Guide at ISL Qatar! This Family Guide is designed to be your go-to resource for understanding our Middle School beliefs, practices, expectations, and the many ways we work together to support your child’s learning and development through these exciting, sometimes challenging, years.

Middle School (MS) at ISL Qatar encompasses Grades 6-8. MS is a powerfully transformative time in a child’s life, and we’re committed to continuing to foster a Middle School community which is inclusive, student-centered, and responsive to the needs of our young adolescent learners. We invite you to explore this Family Guide to learn more about our Middle School. We look forward to partnering with you in nurturing a joyful and meaningful Middle School experience for your child.”

Leigh Anne Toler
Head of Middle School

ISL Qatar Senior Leadership Team

ISL Qatar is a vibrant, inclusive international school committed to high-quality learning and the development of the whole child. Our diverse and experienced Senior Leadership Team plays a key role in shaping the school's direction and ensuring a supportive, engaging environment for all students. Their leadership is guided by our core values and a strong commitment to building a connected and caring school community.

Position	Summary of Responsibilities
Dr. Sean Areias Head of School sareias@islqatar.org	All academic and non-academic matters. Implementation of school policy, learning and teaching, strategic thinking, financial planning, fund-raising, accreditation, international organizations, human resources, marketing and PR, admissions, student and staff welfare, parental liaison, student support services, professional learning, non-academic and support services, school publications, technology, library, health, and safety.
Joanne Gillan Director of Learning, Analytics & Innovation jgillan@islqatar.org	Design and development of the whole school professional learning program. Leadership to support whole school operations for the continuous development of our identities as learners and best practices in the classroom. Leads the collection, analysis, and planning with learning data. Provides motivation, inspiration, and support to staff to innovate, pilot and incubate new methods and projects with potential meaningful learning impact within the scope of the school's mission and strategic directions.
Scott Schaffner Head of High School sschaffner@islqatar.org	Student welfare and discipline, curriculum development, staffing and timetable, staff duties and cover, professional learning and staff evaluation, policies and procedures, assessment and reporting, external examinations procedures, admissions, parental liaison, budget planning and implementation, strategic thinking, extra- curricular activities and school trips.
Leigh Anne Toller Head of Middle School ltoler@islqatar.org	Student welfare and discipline, curriculum development, staffing and timetable, staff duties and cover, professional learning and staff evaluation, policies and procedures, assessment and reporting, external examinations procedures, admissions, parental liaison, budget planning and implementation, strategic thinking, extra- curricular activities and school trips



Position	Summary of Responsibilities
Roula H. Ismail Head of Primary rismail@islqatar.org	Student welfare and discipline, curriculum development, staffing and timetable, staff duties and cover, professional learning and staff evaluation, policies and procedures, assessment and reporting, admissions, parental liaison, budget planning and implementation, strategic thinking, extra-curricular activities and school trips.
Marwa Nsouli Head of Early Years mnsouli@islqatar.org	Student welfare and discipline, curriculum development, staffing and timetable, staff duties and cover, professional learning and staff evaluation, policies and procedures, assessment and reporting, admissions, parental liaison, budget planning and implementation, strategic thinking, extra-curricular activities and school trips. Extended Wh

Extended Whole School Leadership: WLT	
Joris Deckers Leader of Tech Hub jdeckers@islschools.org	All matters related to the school's technology infrastructure, covering hardware, software, and network systems, while also guaranteeing the current upkeep of all technology equipment and software in accordance with the international school's standards, while ensuring that all stakeholders can readily access technical support for any technology-related issues.
Joe Toler Director of Athletics and Sports jtoler@islqatar.org	All matters related to the development and maintenance of a comprehensive athletics and activities program, including interschool events and broad extra-curricular program across the school that allows each student and staff to participate in a variety of challenging and meaningful activities
Reinette Evert Head of Inclusion& Student Wellbeing& Inclusion revert@islqatar.org	All matters related to the development and implementation of student support strategies, fostering an inclusive environment, and ensuring student well-being, while collaborating with various stakeholders and maintaining alignment with educational standards.

Middle School Key Contacts		
Role	Name	Email
Head of School	Dr Sean Areias	sareias@islqatar.org
Head of Middle School	Leigh Anne Toler	ltoler@islqatar.org
MS Dean of Students and Pastoral Care	Dean Bleasdale	dbleasdale@islqatar.org
MS MYP Coordinator	Benjamin Smith	bsmith@islqatar.org
Grade 6 Grade Level Team Leader	Fatima Ibrahim	fibrahim@islqatar.org
Grade 7 Grade Level Team Leader	Sihame Salmi	ssalmi@islqatar.org
Grade 8 Grade Level Team Leader	Adeeba Qazi	aqazi@islqatar.org
MS Counselor	Dena Rehal	drehal@islqatar.org



MIDDLE SCHOOL PHILOSOPHY

At ISL Qatar, we believe that learning in Middle School should be exciting, meaningful, and designed around the unique needs of young adolescent learners. We recognize that middle school-aged children are at an important stage of their social, emotional, and academic growth, and we are committed to fostering an environment which best meets our students where they are, allowing our 10-14-year-old learners to grow and thrive. Our Middle School approach is rooted in these core, research-based beliefs:

1. **Young adolescence (ages 10-14) is a critical period of cognitive, physical, social-emotional, and psychological development**, where students begin to explore who they are, how they learn, and how they belong in a broader community.

Therefore, we strive to:

- a. **Create learning environments which balance structure with independence**, giving learners opportunities to take responsibility while still being **guided by caring adult advocates**.
- b. **Promote movement, play, and making healthy choices**, while providing opportunities for students to develop and practice strategies that support their physical, emotional, and mental wellbeing.
- c. **Embed** our ISL Qatar Core Values of **Belonging, Integrity, Grit, and Kindness** into all aspects of school life—guiding how we build relationships, design learning, and respond to challenges.
- d. **Partner with parents in supporting the development of the whole child**, working together to understand and respond to the unique needs of each learner.

2. **Students at this age need to feel safe, seen, and valued** in order to engage deeply with their learning and personal growth.

Therefore, we strive to:

- a. **Foster a sense of belonging through building positive relationships** amongst peers and teachers.
- b. **Respond to student choices with curiosity** (rather than judgment), and promote accountability through reflection, empathy, and growth, using restorative approaches that repair relationships and strengthen community.
- c. **Honor student voice and choice**, involving them in shaping their learning journey and cultivating agency.
- d. Provide opportunities for **student leadership** and **authentic ways to engage within, and beyond, our school community**.



MIDDLE SCHOOL PHILOSOPHY

3. Every young adolescent is capable of high levels of learning.

Therefore, we strive to:

- a. **Engage students in authentic, exploratory, and problem-rich curricular and extra-curricular experiences** that foster real-world learning, international-mindedness, and the development of essential attributes, skills and Approaches to Learning—nurturing confident, reflective, and lifelong learners.
- b. **Embrace the purposeful integration of technology, including Generative AI, as a tool to enhance—not replace—learning**, while also promoting the ethical, responsible, and developmentally appropriate use of these tools to empower student creativity, inquiry, and skill-building in a rapidly changing world.
- c. **Design learning experiences with inclusion at the core**, applying principles of Universal Design for Learning (UDL) to ensure all students can access, engage with, and demonstrate their understanding in ways that honor their unique strengths and needs.



SCHOOL-HOME PARTNERSHIP

Middle School is a time for young learners to grow their independence, develop essential self-management skills, and establish healthy, balanced routines. Importantly, this growth cannot just happen at school. Strong school-home partnerships are essential for a successful experience.

School staff strive to keep parents as informed as possible through regular and timely communication through our school platform, Toddle. Parents are asked to regularly check Toddle to stay up-to-date with school announcements and messages, while also closely monitoring their child(ren)'s attendance and learning progress in their classes. While Middle School learners are beginning to take greater ownership of their learning journey, parent oversight and support remains necessary and is strongly encouraged.

Parents are also asked to keep the school informed of relevant information about their child, particularly when it may impact the school's ability to support their learning. This includes information about absences, family events, significant changes in behavior or attitude, friendship dynamics, and more.

At home, parents are **strongly encouraged** to intentionally **shift some responsibilities and ownership of tasks** to your children – tasks which 10-14-year-old children can be doing independently (or with minimal support or scaffolding). A few examples of these tasks include (but are not limited to):

- Ensuring their laptop is charging before they go to bed
- Checking their schedule to know which classes they have the next day
- Organizing their school bag each night with all the needed materials, like subject notebooks or PHE kit
- Packing their own healthy lunch and snacks
- Contributing to household tasks, such as washing/putting away their laundry or taking out the trash.

Establishing and practicing good and consistent evening and morning routines are essential for setting Middle School learners up for success. Routines which provide adequate sleep, family time, and healthy food and recreational choices will support their overall success and wellbeing, leading to healthier and happier children. Thank you for guiding your child in establishing habits and routines which are right for them.



LEARNING IN THE MIDDLE SCHOOL

The IB Middle Years Programme (MYP) Framework

MYP Overview

At ISL Qatar, our Middle School curriculum is structured around the International Baccalaureate (IB) Middle Years Programme (MYP), which spans Grades 6 through 10 and is divided into **Years 1–3 in Middle School** and **Years 4–5 in High School**. It is important to understand that the MYP is not a fixed curriculum but a flexible **framework** that promotes the development of essential skills, conceptual understanding, and international-mindedness through inquiry-based learning.

To implement the MYP effectively, ISL Qatar has carefully selected **internationally recognized academic standards** from a range of leading educational systems. These standards are chosen not only for their academic rigor but also for their relevance to the needs of our **internationally diverse student body**.

They ensure that our students receive a high-quality education that is both responsive to global contexts and **competitive with international higher education expectations**. This approach allows us to deliver a well-rounded academic program while supporting personal growth, critical thinking, and preparation for future academic pathways—including the IB Diploma Programme and beyond.

Inquiry-Based Learning in the MYP

At ISL Qatar, teaching and learning in the Middle Years Programme (MYP) are organized around concept-driven units that promote deep understanding and real-world relevance. These **units of study** are structured to encourage students to engage with **big ideas**, ask meaningful questions, and make connections across disciplines and contexts.

Each unit is built around **key and related concepts**, which serve as anchors for learning and help students explore disciplinary and interdisciplinary ideas in depth. Units are framed by a **Statement of Inquiry**, a guiding idea that connects concepts to one of the MYP's **global contexts**—such as identities and relationships, scientific and technical innovation, or globalization and sustainability. This structure helps students connect classroom learning to the world around them in meaningful and authentic ways.

To guide student exploration, each unit includes carefully crafted **factual, conceptual, and debatable inquiry questions**. These questions encourage students to think critically, explore multiple perspectives, and apply their learning to unfamiliar situations. Rather than focusing solely on content recall, the MYP framework prioritizes **conceptual understanding, skill development, and the application of knowledge**, allowing students to become thoughtful, independent learners.

Through this approach, students at ISL Qatar are supported in developing the habits of mind that will serve them well beyond the classroom: curiosity, critical thinking, and the ability to reflect and act in a complex and changing world.



Approaches to Learning (ATL) Skills

In all IB Programmes, a key focus is on building skills that help students take charge of their own learning. This emphasis on skill-building is even more important for young adolescents in Grades 6-8.

Through regular practice and reflection, Middle School students develop key skills like critical thinking, communicating, managing themselves, researching, and working with others. These Approaches to Learning (ATL) skills are at the heart of how we teach and learn, helping students grow into confident, independent learners. Teachers give feedback to guide growth over time, celebrating each student's progress from Emerging to Proficient and beyond.

All MYP students develop ATL skills, which are transferable skills essential for success in school and beyond. These include:

- **Communication** (e.g., expressing ideas effectively)
- **Social** (e.g., collaboration and empathy)
- **Self-management** (e.g., organization, time management, emotional regulation)
- **Research** (e.g., information literacy, citing sources)
- **Thinking** (e.g., critical and creative thinking)

Student progress in these skills is monitored and reported using a developmental continuum:

- **Emerging** – beginning to develop with support
- **Developing** – applying with some guidance
- **Proficient** – consistent, independent application
- **Exemplary** – sophisticated, independent, and creative use across contexts

Overview of Middle School Subjects

Middle School students at ISL Qatar engage with all eight subject groups of the IB MYP, as well as additional courses to reflect our values and comply with local requirements:

Core MYP Subject Areas:

- **Humanities Subjects:**
- **Language and Literature:** Includes both English and Home Language (Mother Tongue) instruction, where applicable. This program fosters appreciation for language, literature, and identity, and supports the development of analytical reasoning and expressive communication skills.
- **Individuals and Societies (INSO):** Encompasses elements of various social science disciplines, such as geography, history, economics, and civics, encouraging analysis of people and societies.
- **Language Acquisition:** Eligible students may choose to study Arabic, French, and/or Spanish as an additional language. English as an Additional Language (EAL) is also available for our English language learners.
- **STEM Subjects:**
- **Mathematics:** Focused on inquiry, problem-solving, and application of mathematical concepts in real-world contexts.
- **Sciences:** An integrated approach that builds understanding of the natural world and scientific methods.



- **Design:** Engages students in creative problem-solving using both digital and product design principles.
- **Physical and Health Education (PHE):** Encourages active lifestyles, physical development, and understanding of personal health and well-being.
- **Arts:** Offered through semester-based rotations in **Visual Arts, Drama, and Music**, allowing students to explore various forms of creative expression.
- **Interdisciplinary Units (IDU):** Interdisciplinary units (IDUs) in the MYP connect two or more subjects through shared concepts and inquiry, allowing students to explore complex topics from multiple perspectives. By linking tasks and ideas across disciplines, students develop deeper understanding and real-world problem-solving skills. This approach reinforces the MYP's emphasis on conceptual learning, collaboration, and meaningful connections.

Additional Ministry of Education and Higher Education (MOEHE) Compulsory Subjects:

- **Islamic Studies:** A compulsory subject for Muslim students, offered in both Arabic and English.
- **Qatar History:** Provides all students with an understanding of the history, culture, and traditions of Qatar.

Additional ISL Qatar Middle School Subjects:

- **Community Time:** a class designed to build community, foster belonging, and support students' social-emotional growth and wellbeing. During this time, students are grouped into small "Dens" that bring together peers from different class sections within the same grade level. These Dens create a family-like atmosphere that encourages connection, empathy, and collaboration across a wider range of perspectives. Community Time provides consistent opportunities for students to strengthen relationships, reflect on shared experiences, and engage in meaningful dialogue that nurtures a positive and inclusive middle school culture.
- **Counseling:** a class designed to support the personal, social, and emotional development of middle school students. In a safe and inclusive environment, students will explore topics such as self-awareness, emotional regulation, healthy relationships, goal-setting, and managing stress. Through engaging discussions, interactive activities, and real-world scenarios, students will build strategies that empower them to thrive in and out of the classroom.
- **Electives:** exploratory courses designed to provide opportunities for students to explore new interests and/or develop additional skills. Electives will either be semester-based or year-long. The number of electives available within a MS student timetable is dependent upon the number of MOE Compulsory Subjects they are required to take. During the course selection process, students will rank their preferred elective choices from the identified elective offerings for that semester. Every effort will be made to place students in their highest-ranked choices; however, final placement is determined by the school and is subject to factors such as class capacity, scheduling constraints, and the creation of balanced and productive learning environments. As elective courses are not IB MYP subjects and are exploratory in nature, they will not be included in official school reports.



Evidencing Learning (Assessment and Reporting) in Middle School MYP

Assessment in the Middle Years Programme (MYP) is designed to reflect the development of meaningful knowledge, skills, and abilities that are central to each subject. Rather than focusing solely on memorization of facts, MYP assessment emphasizes deep understanding, the application of learning in different contexts, and the ability to think critically and creatively.

Each MYP subject is assessed using four unique criteria, which are tailored specifically to the aims and learning objectives of that subject. These criteria provide a comprehensive picture of what students should know and be able to do. For example, a science student may be assessed on their ability to design investigations, analyze data, and evaluate scientific explanations—while an arts student might be assessed on their ability to create, reflect, and understand artistic processes.

Purposes of Assessment

In line with the IB Middle Years Programme (MYP), we use both **formative** and **summative assessments** to gain a complete picture of each student's progress and achievement.

Formative assessment is ongoing and used throughout the learning process. It is **assessment for learning** and **assessment as learning**—helping both teachers and students identify strengths, areas for growth, and next steps. Formative tasks may include class discussions, drafts, quizzes, exit tickets, or feedback sessions. These are not always graded but are essential for guiding teaching and supporting students as they develop skills and understanding.

Summative assessment is the **assessment of learning**. These are major tasks or projects given at the end of a unit, designed to evaluate a student's achievement of the unit's learning objectives. Summative assessments are assessed against the MYP subject criteria using the IB's 0–8 scale and contribute to a student's final grade. Summative tasks are varied in format and often use the GRASP model to give context and purpose. Together, formative and summative assessments help students take ownership of their learning, reflect on their progress, and build the skills necessary for academic success and lifelong learning.

Assessment Design and Practices

Across subject areas, assessments are often framed using the GRASP model. This format gives students a clear understanding of the purpose and expectations of each summative task. The GRASP model outlines the Goal the student is trying to achieve, the Role they will take on in completing the task, the Audience they are addressing, the Situation or context that frames the task, and the specific Product or Performance they are expected to create. This approach helps situate assessments in real-world or creative scenarios that build critical thinking and communication skills, while also aligning with MYP objectives and criteria.

This structure promotes real-world relevance, creativity, and critical thinking while ensuring alignment with MYP objectives and criteria.



Variety of Assessment Tasks

To ensure that all students are able to demonstrate their learning effectively, **multiple forms of assessment** are used throughout each unit. These may include:

- Written responses (essays, reports)
- Presentations or performances
- Design prototypes
- Artistic creations
- Investigations or experiments
- Oral tasks
- Group projects and reflections

This variety allows teachers to gather evidence of student learning across a range of abilities and learning styles.

Learning Through Collaborative Tasks

In keeping with the IB philosophy and the development of essential Approaches to Learning (ATLs) for our young adolescent learners, group work is used selectively in Middle School. Tasks which require group work always include mechanisms to assess individual learning. While collaboration is important, we ensure that every student has the opportunity to show what they know and can do on their own.

Expectations for Work Completion and Submission

Middle School is a time for students to begin to own more of the learning process. Maintaining their school materials, managing their time more independently, and monitoring their learning progress, including tracking upcoming and pending assignments on Toddle, is expected of Middle School students, with appropriate supports where needed, both at school and at home.

Parents are expected to support their child by engaging in regular conversations about their learning and monitoring their child's upcoming and/or missing assignments in each class on Toddle. Should parents have any questions about a particular assignment, they can contact their child's teacher directly through Toddle.

In order to fully assess and provide feedback on learning progress, students must complete and submit the assignments assigned by their class teachers.

- Students are expected to complete and submit their **classwork and assessments on time**, as part of demonstrating personal responsibility and time management—core Approaches to Learning (ATL) skills.
- **Work is typically completed in class**, where students can receive guidance and support from the teacher.
- **Late submissions** are accepted at the discretion of the teacher. While flexibility is sometimes appropriate, students are expected to make every effort to follow deadlines as outlined in Toddle or given in class.

If a student does not submit work on time and has not arranged an approved extension with the teacher, this shows us that the student needs some additional support. We provide this support in many ways and as determined by the frequency and scale of the delayed submission:



- The student may be required to engage in a **reflective, strategy-focused conversation** with the teacher.
- The student may be required to **complete the missing work during break times** (e.g., morning break or lunch) to ensure that assessment grades are recorded in a timely manner.
- More structured, targeted support and/or focused time to work on missing work may be provided.
- Continued issues with late or missing work will be followed up by the teacher and may involve communication with parents, grade-level leaders, and/or Community Time teachers to **develop a success plan**.

Our assessment approach emphasizes **growth, responsibility, and reflection**. Students are encouraged to take ownership of their learning and to understand that assessments are not just about scores—but about progress, effort, and the journey toward mastery.

Home Learning Practices and Expectations

Purpose of Home Learning

Home learning is an important part of the Middle Years Program in the ISL Qatar Middle School. **Home Learning's main function is to allow students to further develop skills and dispositions required to be effective and independent lifelong learners.** An emphasis on the self-management and organizational skills fostered through meaningful home learning tasks is critical to supporting the unique developmental needs of middle school-aged learners.

At ISL Qatar, Middle School teachers will assign home learning tasks in their classes which meet one or more of the following needs of allowing a student to:

- **PREPARE** for an upcoming lesson
- **PRACTICE** learning from a previous lesson
- Make continued **PROGRESS** on a longer-term task

When a teacher does not assign a specific home learning task, **students are encouraged to independently review their learning from the day.** And, as always, **READING independently** or with a parent nightly is strongly encouraged for Middle School students.

Student Role for Home Learning

To continue to build independence and self-management skills, Middle School students should take ownership of their afterschool and home learning routines, with parent guidance and support as needed. It is the role and responsibility of the student to:

- Ensure you understand the expectations of the home learning tasks, clarifying with peers or your teachers as needed
- Create a purposeful space in your home (ideally a space that is not used for any other purpose besides home learning) where you can work effectively. It is strongly recommended that MS students work at a desk or table and not on your beds



- **Minimize distractions** that might take away your focus. Specifically, it is recommended that you:
 - **Put your phone and any smartwatches in a separate room** when working on your home learning
 - **Only have your laptops open if they are required** to complete your home learning task
 - **Turn OFF all notifications** during your Home Learning time
 - **Do not engage in any chats**, even through the school platforms, with your friends during home learning time unless it is necessary to complete the assigned task
- Complete all required home learning tasks by the due date, ensuring the work has been completed thoroughly, independently, and according to ISL Academic Integrity expectations
- Bring your completed home learning to school by the due date and, if required, submit your home learning in the correct place (either physically in the classroom or electronically via Toddle)

Parent Role for Home Learning

Parents play a vital role in supporting middle school-aged children with building the independence, self-management skills, organizational skills, and learning dispositions required to be effective independent lifelong learners. It is the role and responsibility of the parent(s) to:

- **Ensure your child has a purposeful space** in the home to complete home learning (see more in Student Role above)
- **Maintain an afterschool routine** that allows adequate time for home learning tasks
- **Ask your child questions about their day** and talk to your child about their learning often. Learning science tells us the more often a learner attempts to retrieve information, the deeper that information “sticks” in their brain
- Set (and enforce) clear and consistent expectations for the use of phones, smartwatches, and other electronic devices during Home Learning time (see more in STUDENT Role above)
- **Set and maintain a nightly bedtime.** Most health experts believe a Middle School-aged child needs anywhere from 9-11 hours of sleep per night

School Role for Home Learning

ISL Qatar Middle School faculty design home learning opportunities that support both the learning and developmental growth of middle school-aged students. Specifically, it is the role and responsibility of Middle School faculty and leadership to:

- **Assign purposeful home learning tasks** that clearly aligns to a class’s learning objectives, and which meet one or more of the following purposes of home learning:
 - **PREPARE** for an upcoming lesson
 - **PRACTICE** learning from a previous lesson
 - Make continued **PROGRESS** on a longer-term task
- Establish classroom routines which provide meaningful opportunities for students to discuss and/or seek clarification on the home learning task



Academic Integrity

Integrity is not just an expectation—it is one of our core values that we actively teach, model, and uphold. Academic integrity means producing original work, using sources responsibly, and completing tasks honestly. It also means acknowledging mistakes and learning from them. We understand that students are developing these skills, and that lapses in judgment can be part of the learning process. That's why our approach is guided by compassion, clarity, and the belief that every mistake can be a meaningful opportunity for growth.

A Learning-Focused Approach to Academic Dishonesty

We do not approach academic integrity violations (or academic dishonesty) as disciplinary issues alone, but rather as learning opportunities. Our goal is not to punish, but to guide students toward a deeper understanding of ethical scholarship and personal responsibility. Teachers are encouraged to talk openly with students about what academic integrity looks like—whether that means citing sources, using AI tools appropriately, or completing assessments without outside help.

Responding to Academic Dishonesty in the Middle School

When academic dishonesty occurs, our response is grounded in learning, restoration, and growth. The first step is a conversation between the teacher and student to understand what happened and to reinforce expectations around academic integrity. Students are asked to reflect on their choices and are supported in developing the skills needed to complete work honestly moving forward. In most cases, students will be required to re-demonstrate their learning through a new or modified task completed under appropriate supervision. Parents are informed as part of this process so that school and home can work together to support the student. Repeated or significant concerns may involve the Grade Level Leader or MYP Coordinator to ensure that patterns are addressed with consistency, clarity, and appropriate support.

Addressing Uncertainty in Cases Involving AI or Authorship

In situations where there is uncertainty about the authenticity of a student's work—particularly when the use of AI is suspected but not confirmed—we approach the matter with fairness, transparency, and care. Teachers will engage the student in a conversation about their process, asking them to explain their thinking, drafts, and development of the work. When needed, students may be asked to reproduce part or all of the task in a supervised setting to demonstrate their understanding. Our goal is not to assume wrongdoing, but to ensure that the submitted work accurately reflects the student's own learning. Throughout this process, we prioritize maintaining trust, giving students the opportunity to clarify and demonstrate their knowledge while reinforcing clear expectations around the appropriate use of AI tools.



The Learning Integrity Committee

In more serious or repeated cases of academic misconduct, we may refer the situation to our Learning Integrity Committee. This team is made up of teachers from different subject areas and is designed to support students and staff in addressing academic honesty concerns in a thoughtful, restorative manner.

The committee's role is not to assign punishments or make accusations. Instead, its purpose is to ensure that students have an appropriate chance to reflect, to understand the expectations of academic integrity, and—when appropriate—to receive another opportunity to demonstrate their learning. The committee may also recommend learning-based consequences or interventions, such as resubmission of work, reflection activities, or skill-building supports.

Teachers and students may both request that a case be reviewed by the committee. In some situations, teachers may choose to resolve concerns within the classroom and are under no obligation to involve the committee if they feel it is unnecessary. However, if a teacher or student believes that a neutral, collaborative review would help clarify a situation or guide next steps, the committee is available to assist.

The Learning Integrity Committee will:

- Review the student's work in question and consider the context of the assignment.
- Speak with the student and, when relevant, the teacher, to understand all perspectives.
- Make a professional judgment on the authenticity of the work.
- Offer recommendations focused on restoring learning and rebuilding academic habits and communicate with relevant staff who can put these recommendations into action.

The committee may recommend—but does not enforce—specific consequences or learning interventions. A representative of the committee is charged with communicating with the teacher, grade level leader, or other relevant staff member who will put the relevant recommendations into action. These could include redoing the task, completing it under supervision, engaging in a structured reflection, or participating in a learning workshop related to citation, source use, or responsible use of AI. The emphasis is always on growth, not blame.



Evaluating Learning

Assignments created by ISL Qatar teachers are assessed using **rubrics**, which are aligned with the four **MYP criteria** for each subject. Each criterion is graded on a scale from 0 to 8, with clear descriptors guiding both teachers and students on what is required to reach each level.

The four individual criterion scores are then added together, giving a total out of 32. This total is then converted to a final MYP grade on the IB's 1-7 scale, as shown below:

Final Score (32 total)	MYP Grade (1-7)	IB Description
1-5	1	Very limited understanding of the required knowledge and skills. Rarely demonstrates critical or creative thinking.
6-9	2	Limited understanding of the required knowledge and skills. Requires significant support.
10-14	3	Developing understanding of the required knowledge and skills. Some ability to apply them with support.
15-18	4	Adequate understanding of the required knowledge and skills. Can apply them in familiar situations.
19-23	5	Substantial understanding and consistent application of knowledge and skills. Shows some ability to apply in unfamiliar situations.
24-27	6	Thorough understanding and competent application of knowledge and skills in a range of situations. Demonstrates critical and creative thinking.
28-32	7	Excellent understanding and mastery of knowledge and skills. Consistently applies learning in complex and unfamiliar situations with independence and insight.



Best fit approach

The “**best-fit**” model used in the MYP reflects our belief that learning is a journey—and that students should be given the time and space to develop mastery. Rather than calculating a numerical average of scores across assignments, this approach empowers teachers to make informed, professional judgments about a student’s overall level of achievement based on patterns of performance across a range of tasks.

This method recognizes that students are not expected to be experts at the start of a unit or school year. Instead, they are encouraged to **explore, take risks, make mistakes, and grow**. The best-fit model allows a student’s most current and consistent level of understanding to be represented, rather than penalizing them for early attempts while they were still developing foundational skills. This approach emphasizes our core value of Grit: the ability to keep going, to reflect, to learn from feedback, and to steadily build mastery. We want to emphasize what matters most is not where a student starts, but how they grow.

By focusing on where a student is in their learning **at the end of a learning cycle**, rather than where they began, this system supports a growth mindset. It encourages students to reflect on feedback, take ownership of their progress, and strive for continuous improvement. At the same time, it provides a **holistic picture** of a student’s capabilities—one that values depth of understanding, critical thinking, creativity, and the ability to transfer learning to new contexts.

Ultimately, the best-fit model supports our goal of nurturing learners who are **resilient, reflective, and motivated**—and who understand that success comes not from perfection, but from persistence and meaningful growth over time.

In line with the IB’s philosophy, we aim to support students in understanding how they learn, recognizing their strengths, and identifying areas for growth—so that they become active, motivated, and responsible learners.

Use of External Assessments to Inform Growth

While internal assessments created by ISL Qatar teachers are the primary means through which we evaluate student learning in alignment with the IB MYP criteria, we also utilize a range of external assessments to provide additional insight into student growth and achievement. These external measures offer a broader, standardized perspective that complements the rich, contextualized feedback students receive through their daily classroom experiences.

At ISL Qatar, we administer assessments such as the adaptive online **NWEA MAP Growth assessments** in reading, mathematics, and language usage twice per year, and the **WIDA MODEL** assessments for students in our English as an Additional Language (EAL) program. These tools provide reliable data points that help us track student progress over time, identify areas of strength and need, and inform decisions around instruction and support.

The information gathered from these assessments is used in combination with teacher-designed tasks to create a fuller picture of each student’s development. This balanced approach supports our goal of meeting individual learning needs while maintaining high expectations for all learners.



Communicating Learning Progress

At ISL Qatar, we believe that clear, timely, and ongoing communication about student learning is essential to supporting growth, fostering partnership, and honoring each learner's journey. We are committed to ensuring that students and families have meaningful insight into progress, strengths, and next steps across all subject areas.

Toddle serves as our primary platform for communication between home and school. It serves as the central platform for communicating learning, sharing assignments, collecting student work, and providing feedback. Through Toddle, families can access regular updates on student learning, including unit overviews, assessment feedback, work submission progress, and important announcements or messages from teachers and school leaders. The effective use of Toddle strengthens the connection **between** home and school, supports student accountability, and enhances transparency in the learning process.

Teacher Expectations

- Teachers will use Toddle as the **primary platform** for communicating learning tasks, assignments, and important academic information.
- All major **assignments, assessments, and classroom learning activities** will be posted to Toddle—whether they are completed at home or during class time.
- In some cases, work posted on Toddle may reflect **classroom-based activities** only, and not require at-home completion. This ensures that parents are kept informed about what is happening during lessons.
- Teachers are expected to provide **regular, timely, and constructive feedback** on submitted work through Toddle, supporting each student's learning journey.

Student Expectations

- Students are responsible for checking Toddle **regularly** to stay up to date on assignments, due dates, and teacher feedback.
- Students must **submit their work through Toddle** unless otherwise directed.
- Students are encouraged to read and reflect on the feedback given and to use it to guide their improvements and resubmissions when allowed.
- Students should utilize Toddle to communicate with their teachers and school leaders.

Parent Expectations

- Parents are encouraged to access Toddle **frequently** to follow their child's academic progress and classroom learning.
- Toddle provides parents with insight into:
 - **Upcoming tasks and deadlines**
 - **Teacher feedback**
 - **Grades and rubrics**
- **Classroom activities**, even when they are not assigned as homework
- Parents are expected to use Toddle as a way to **stay engaged** with their child's learning and to **follow up** as needed on academic responsibilities, support needs, and celebrations.
- Parents are expected to utilize Toddle as the main form of communicating with teachers and school leaders.

By working together—students, teachers, and families—Toddle helps us maintain a clear, supportive, and collaborative learning environment that reflects the values of the IB MYP and the ISL Qatar community.



In addition to ongoing feedback, families receive **two formal school reports each year**—one in December and a second in June. These reports, which will also be accessed through Toddle, include achievement levels for each subject-specific IB MYP criterion, along with written narratives that highlight individual student strengths, growth areas, and recommended next steps. Home Language teachers also provide narrative comments in the student's home language, further supporting linguistic and cultural inclusion. Students receiving Tier 2 and 3 EAL support may have modified reporting cycles and expectations in order to most accurately and fairly communicate learning progress.

Relevant family reports for external assessments, like MAP Growth and WIDA assessments, will also be communicated home to families at least once per year. These external reports will also be accessed through Toddle.

To further strengthen the partnership between students, families, and teachers, ISL Qatar holds **two 3-way conversations each year**, held online through **Schoolsbuddy** app. These conversations bring together students, parents, and educators in collaborative dialogue about learning, fostering shared responsibility and reflection.

This comprehensive approach ensures that families are informed, involved, and empowered to support their child's development throughout the middle school years.

Promotion and Retention

At ISL Qatar, our goal is to ensure that every student is well prepared for success in the next stage of their educational journey. Decisions regarding promotion to the next grade level are made with careful consideration of each student's overall readiness, including academic achievement, attendance, wellbeing, engagement, and behaviour. Promotion is the expected outcome for the vast majority of students. However, when a student demonstrates significant concerns that may impact their ability to be successful in the following grade level, the school may consider additional support measures, conditional promotion, or, in some cases, grade retention.

Indicators of Readiness

The school reviews multiple sources of information when considering promotion decisions, including:

- Achievement in IB MYP subject areas
- Engagement with learning and completion of academic responsibilities
- Attendance and punctuality
- Behaviour and contribution to the learning environment
- Student wellbeing and developmental readiness
- Information from student support services, where applicable

Academic expectations increase throughout Middle School. While MYP achievement levels are an important consideration, promotion decisions are not based solely on grades. The school takes a holistic approach and considers the student's overall readiness to successfully access the learning opportunities and expectations of the next grade level.



Early Identification and Family Partnership

When concerns regarding academic progress, attendance, or behaviour emerge, the school works proactively with students and families to provide support. These conversations typically occur throughout the school year and may become more focused between January and May as plans for the following academic year are developed.

Support may include:

- Individualized academic interventions
- Attendance improvement plans
- Behaviour support plans
- Additional student support services
- Regular communication between home and school
- Re-enrollment Review Plans

Families will be informed whenever a student's promotion status or continued enrollment may be at risk. When concerns related to academic achievement, attendance, behaviour, wellbeing, or overall readiness indicate that a student may require significantly increased support to achieve success at ISL Qatar, the school may implement a Re-enrollment Review Plan.

Typically introduced between January and March, a Re-enrollment Review Plan is designed to strengthen the short-term and long-term partnership between home and school while providing a structured opportunity for the student to demonstrate progress. The plan provides families with clear information regarding identified concerns, the support being provided by the school, the partnership requested from home, and the indicators that will be used to evaluate progress.

A Re-enrollment Review Plan may include:

- Areas of concern and their impact on student success
- Specific goals and indicators of improvement
- Support and interventions being provided by the school
- Additional support and partnership requested from home
- this may include the pursuit of a comprehensive Educational Psychologist assessment
- Monitoring and review processes

Possible pathways for promotion, retention, and continued enrollment

The purpose of a Re-enrollment Review Plan is not punitive. Rather, it is intended to provide transparency, establish clear expectations, and create a collaborative pathway toward improved student outcomes. It serves as an opportunity for the school, student, and family to work together to determine the supports and conditions necessary for the student's current and future success.

A Re-enrollment Review Plan is typically implemented only after a period of ongoing communication, intervention, and support. It reflects the school's commitment to working proactively with students and families while carefully considering whether ISL Qatar continues to be the most appropriate learning environment for the student's educational, social, and emotional needs.

Following the review period, the school will determine the student's pathway for the following academic year. This may include promotion to the next grade level, promotion with a Conditional Offer, retention with a Conditional Offer, or a determination that an alternative educational setting may be better positioned to support the student's needs and future success.



Promotion, Retention, and Conditional Offers

In some cases, a student may be promoted to the next grade level under a conditional offer. A conditional offer is designed to strengthen the partnership between the student, family, and school by clearly outlining:

- Areas requiring improvement
- Expected academic, behavioural, and/or attendance outcomes
- Support provided by the school
- Support expected from home
- Monitoring and review processes

The purpose of a conditional offer is to support student success and provide clear expectations and accountability. It is not intended as a punitive measure.

Conditional offers may be used for students who are promoted to the next grade level despite identified concerns, as well as for students who are asked to repeat their current grade level in the following academic year. In both cases, the contract serves as a collaborative planning tool that outlines the actions and supports necessary to improve outcomes and maximize future success.

Retention

In situations where the school determines that a student is not yet adequately prepared for the academic, social, behavioural, or attendance expectations of the next grade level, grade retention, meaning that the student will repeat their current grade level in the following academic year, may be considered.

Retention decisions are made only after careful review of available evidence, implementation of support strategies, and consultation with students and families. The decision is guided by the school's commitment to ensuring that each student is placed in the environment most likely to support their long-term success, wellbeing, and future achievement.

All promotion and retention decisions are made on an individual basis and reflect the professional judgement of school leaders, teachers, and support staff working in partnership with families and in the best interest of the student.

Academic Achievement Expectations for Promotion

Academic achievement is one of several factors considered when determining a student's readiness for promotion to the next grade level. While promotion decisions are never based solely on grades, students are expected to demonstrate an appropriate level of academic achievement in order to successfully access the curriculum and expectations of the next grade level.

When achievement levels indicate that a student may be at risk of not meeting promotion expectations, the school will work proactively with the student and family to develop support plans and identify appropriate interventions. Families will be informed of concerns as early as possible and will be included in planning discussions regarding the student's progress and readiness for the following academic year.



Academic Promotion Markers

	Academic Achievement Expectation	Possible Outcome if Expectations are Not Met
Grade 6	Demonstrate achievement generally at or above MYP Level 3 (on the 1-7 MYP scale) in all subjects	Additional support, conditional promotion offer, or retention may be considered.
Grade 7	Demonstrate achievement generally at or above MYP Level 3 (on the 1-7 MYP scale) in all subjects	Additional support, conditional promotion offer, or retention may be considered.
Grade 8	Demonstrate achievement generally at or above MYP Level 4 (on the 1-7 MYP scale) in all subjects	Additional support, conditional promotion offer, or retention may be considered.

Important Considerations

- MYP achievement levels are one indicator of readiness and are considered alongside attendance, behaviour, effort, engagement, and overall wellbeing.
- Receiving achievement levels below the academic markers does not automatically result in retention.
- Similarly, meeting the academic markers does not automatically guarantee promotion if there are significant concerns related to attendance, behaviour, or overall readiness.
- Students receiving additional learning support, English as an Additional Language (EAL) support, or other individualized accommodations will be considered within the context of their learning profile and support plan.
- All promotion and retention decisions are made on an individual basis and are guided by the school's commitment to placing each student in the environment where they are most likely to experience success.

Learning Support and English as an Additional Language (EAL) Support

At ISL Qatar, we believe that student wellbeing is directly tied to their feeling of **inclusion** and success in the classroom. Because of this, we prioritize student wellbeing through our commitment to the philosophy of Inclusion, the belief that all students can learn and learn best when they feel seen, known, and empowered with strategies that work for them. Therefore, we embed, and continuously strive to expand, inclusive practices in all aspects of our community and offer a comprehensive range of academic support services for students with specific needs.

Learning Support

We recognize all children as individuals with a wide range of abilities and learning needs, but we also have a responsibility to address any concerns that may arise during a student's school career. The ISL Qatar code of practice for learning support is designed to ensure that appropriate provision is made for every student to realise his/her maximum potential in all areas of development.



Our main aims are to work positively with students, parents, and carers, to keep them informed and acknowledge any issues. In certain circumstances we may not be able to provide the appropriate learning support for students with very specific learning needs. In this case, the school will work with parents to find alternative schooling.

In the Middle School, the learning support team consists of:

- one (1) Learning Support Teacher
- two (2) Learning Support Assistants

The MS LS team is guided by our Head of Inclusion and collaborates with members of the Learning Support and wider Inclusion team across the school to provide comprehensive and aligned services and transition support.

Referrals are generally made by class teachers and support is provided on an individual or small group basis according to the Learning Support policy. For further inquiries about our Learning Support services in the Middle School, please contact our Head of Inclusion, Ms. Reinette Evert (revert@islqatar.org).

English as an Additional Language (EAL)

ISL Qatar offers a research-based, highly effective English as an Additional Language (EAL) program for students who are new to learning in English or continue to benefit from English language support.

In the Middle School, our EAL team consists of:

- one (1) EAL Teacher
- one (1) EAL Teaching Assistant

The EAL department uses a range of assessments, including external assessment tools from the World-Class Instructional Design and Assessment (WIDA) Consortium, to determine placement in, and exit from, the EAL program.

The majority of our EAL support is through in-class support, where the EAL team attends the English and INSO classes with students, providing small-group instruction, providing targeted support and modifying resources and tools as needed to make the curriculum more accessible for students. Where possible, push-in support in other subjects might be available.

For students requiring more in-depth English support before they can access our English-based curriculum, we offer stand-alone EAL classes which students take, where it fits in their schedule, in place of a language and/or elective class.

For more information, please contact our EAL Subject Leader, Samir Valiyev (svaliyev@islqatar.org).



Technology to Support Learning and Digital Literacy Curriculum

Bring Your Own Device (BYOD Program)

Our Middle School program is committed to promoting the development of essential digital literacy and citizenship skills in our students. To support this, we have adopted a **“Bring Your Own Device”** approach to ensure students have access to a device which can support them in their learning. To learn more about this school-wide policy, device specifications, and how parents can partner to support their child’s learning, please see our [ISL Qatar Bring Your Own Device \(BYOD\) Policy](#).

In addition to BYOD devices, all classrooms are equipped with interactive digital display boards and have access to subject-specific technology to support inquiry and engagement.

By integrating digital tools into daily learning while fostering reflection on their use, we prepare Middle School students to navigate both the opportunities and challenges of the digital world—within school and beyond.

Digital Literacy Curriculum

To support the development of these digital skills and dispositions, MS students engage with a thoughtfully designed Digital Literacy curriculum that supports their development as responsible, critical, and creative users of technology. Our approach emphasizes not just access to digital tools, but the skills, mindsets, and ethical understanding required to use them effectively.

We adopt a blended learning model, combining face-to-face instruction with cloud-based platforms and curated digital tools that enhance teaching and learning across all subject areas. This approach reflects our belief that digital competence is an essential part of 21st-century learning.

Students are encouraged to use school-approved platforms to collaborate, submit assignments, conduct research, and receive feedback. We are a **Microsoft 365** school and support the development of skills within the Microsoft ecosystem.

Our Digital Literacy curriculum is aligned with world-recognized [ISTE standards](#) includes explicit instruction on:

- Online research skills and digital organization
- Responsible use of technology and digital citizenship
- Understanding digital footprints and online safety
- Media literacy, evaluating sources, and avoiding misinformation
- Using collaborative tools ethically and effectively

This curriculum is aligned with our MYP Approaches to Learning (ATL) skills framework and supports students in becoming not only skilled users of technology, but thoughtful and principled digital citizens.



Artificial Intelligence (AI) as a Tool for Learning

At ISL Qatar, we believe in the **responsible, ethical, and educational use of Artificial Intelligence (AI)** in the classroom. As part of preparing students for the future, we intentionally design some learning engagements that integrate AI tools to support creativity, research, and productivity. Other tasks will require students to complete their work **independently without the use of AI**, and these expectations will be clearly communicated.

We are committed to **teaching students how to use AI safely, responsibly, and effectively** within a guided and supportive environment. Our goal is to help students understand both the opportunities and limitations of AI while promoting academic integrity, critical thinking, and authentic learning experiences.

Daily Life in the Middle School



A 2-Week Schedule

The Middle School operates on a 2-Week schedule (Week 1 and Week 2). This year's weekly schedule is:

Dates in Sem 1	MS Week #	Dates in Sem 2	MS Week #
Aug 30-Sept 3	1	Jan 3-7	2
Sept 6-10	2	Jan 10-14	1
Sept 13-17	1	Jan 17-21	2
Sept 20-24	2	Jan 24-28	1
Sept 27-Oct 1	1	Jan 31-Feb 4	2
Oct 4-8	2	*Feb 7-11	1
Oct 11-15	1	*Feb 14-18	2
Oct 18-22	2	*Feb 21-25	1
Oct 25-29 Mid-Term Break	No week assigned	Feb 28-Mar 4 Spring Break	No week assigned
Nou 1-5	1	Mar 7-11 Eid Al Fitr Holiday	No week assigned
Nou 8-12	2	Mar 14-18	2
Nou 15-19	1	Mar 21-25	1
Nou 22-26	2	Mar 28-Apr 1	2
Nou 29-Dec 3	1	Apr 4-8	1
Dec 6-10	2	Apr 11-15	2
Dec 13-17	1	April 18-22	1
Dec 20-24 Winter Break	No week assigned	April 25-29	2
Dec 27-31 Winter Break	No week assigned	May 2-6	1
		May 9-13	2
		May 16-20 Eid Al Adha	No week assigned
		May 23-27	1
		May 30-June 3	2
		June 6-10	1
		June 13-17	2
		June 20-24	1



Daily Schedule

School Hours

Middle School hours are:

SMWTh / 7:35 – 14:30

Tues / 7:35 – 12:45

Class Blocks

Each day, MS students will attend six (6) 50 minute class “blocks”. Additionally, four days per week, students will also attend a 7th block for Community Time. Tuesdays are earlier release days for students, with student’s rotating through five (5) 50-minute classes and no Community Time block.

Between each class there is a 5-minute “**passing time**” for students to move from one class to another. During this passing time, students are encouraged to use the restroom if needed, ensure they have the necessary materials for their next class, and arrive to their next classroom in time for the start of the block. Tardiness will not be tolerated.

Breaks

For Middle School learners, breaks in the school day are a great opportunity to take needed brain breaks, refuel with food and water, connect with friends, as well as to move and play. Students should use the restroom as needed, purchase food from the Canteen, or visit the Research Hub to check out books. Cell phones are never allowed for MS students, even at break times, and laptops are only allowed, if used for school appropriate purposes, during the hotter months when break must be indoors.

Timing of Breaks

Each full school day (Sunday-Monday and Wednesday-Thursday), MS students will have three approximately 20-minute breaks throughout the day. Shorter, more frequent break times align better with the developmental needs of Middle School learners.

On Tuesdays, which are early-release days for students, there are 2 approximately 20-minute breaks.

At the end of each break is a 5-minute “passing” time. As with passing time between two classes, MS students are expected to arrive at their classes by the designated start of the next block. Tardiness will not be tolerated.

Location and Supervision of Break Spaces

During break times, students must stay in designated break spaces which are supervised by duty teachers. Students are not allowed to leave campus during Break.

During the hot weather months where outdoor play is prohibited due to health and safety concerns, students must remain in designated indoor break areas. When available, MS students will be able to use the gym for indoor play during break times, but only if communicated as available by a member of the Middle School Leadership Team and a designated duty supervisor is present. Students are not allowed in the GYM or classroom space without a teacher present.



When the weather is nice enough to go outside, students are strongly encouraged to go outside to the designated outdoor break spaces. If desired, students will be able to stay in the Lower Atrium to eat instead of going outside.

Students are expected to follow instructions from any duty teacher promptly.

Expectations at break: when outdoor break, no devices. Indoor break, laptop devices are allowed as long as used for school approved purposes.

Registration of Attendance

Daily Ongoing Registration

Attendance will be registered at the **beginning of each block** throughout the school day. Ongoing registration is an essential step in ensuring the safeguarding of our middle school students. If students are on campus, they are expected to be in their timetabled class.

Students arriving after the block has started will be marked as late by their classroom teacher. Students have a 5-minute passing time to get from one lesson to another built into their schedules, so it is important that the student arrives on time to each lesson. In situations where a child is registered as “absent” in a lesson when they have been marked “present” in an earlier lesson (and there is no record they had permission to leave campus early), this prompts a team of staff members to go looking for this child. If for any reason a student must urgently use the restroom, visit the nurse, or has been asked to meet with another teacher or leader, students are asked to first go check in with their class teacher or ensure they have told a classmate who can notify the teacher so they can be marked present for that block.

Overall student attendance, including the late arrival to school in the morning and to different blocks throughout the day, is monitored and communicated through Toddle. More details about our overall attendance policy are outlined more comprehensively later in this guide.

Arrival/Dismissal Procedures

Morning Arrival Arrangements

Students are allowed in the school building from 7:20 am, before which time supervision is not provided. Please avoid dropping off your son or daughter before this time.

Upon entering any of the school gates, Middle School students should go straight to the Gym which is supervised by a MS staff member. At 7:30am, students will be released to their first block classes which begin promptly at 7:35am.

The main reception area should not be used as a general entrance for students and is only used for visitors to the administration or for those who require pushchair or disabled access



End of Day Dismissal and Pick Up Arrangements

Please ensure that your son or daughter is collected from school promptly and no later than 2:45pm on all days except Tuesdays at 1:00pm. Students enrolled in ECAs should move directly to their ECA location by their start at 2:40pm on all days except on Tuesdays at 12:55pm.

If for any reason parents are late, they should phone reception so a message can be delivered to the student. If for any reason students need to be notified of changes in arrangements for collection, this should be done as early as possible. While every effort is made to relay the message, this is not always possible.

Middle School students are released from class at the end of the final block and will independently make their way to the Atrium (where they can be met by their parents, siblings, and/or guardians), or to their busses. When agreed upon by a parent/guardian, Middle School children can leave school via Uber, Karwa, or other transportation app.

Collection of Students Early from School

Early dismissal requests can be submitted through the Attendance module in Toddle. Alternatively, if you need to pick up your child prior to dismissal you can do so by coming to the front office in person. However, please ensure you sign your child out at the front desk before leaving school grounds.

Once permission has been confirmed, the Front Desk will give students an exit slip which they must give to the Security team as they exit the Main Gate.

Extra-Curricular Activities, Fox Athletics, and Experiential Learning

Middle School students have opportunities to engage in a range of extra and co-curricular programs to enrich their learning and personal development. These include:

- a robust Extra-Curricular Activities (ECAs) program,
- competitive and recreational Fox Athletic sports and e-sports teams,
- Performing and Visual Arts clubs,
- paid Instrumental music lessons,
- Week Without Walls (WWWs) program offering both international and local experiences,
- and more

ECAs and Fox Athletics

All ECAs and athletics take place after school from 14:40-15:30 (or later for some teams). On Tuesdays, we offer ECAs from external paid providers from 12:50-13:50.

Throughout the school year, we have three (3) ECA “seasons”, within which different activities and sports are offered. For competitive teams, the season in which it is offered aligns with when our local and international conferences with which we participate have determined, ensuring we have access to competitive play. For many research-based reasons, we strongly encourage Middle School students to engage in a wide variety of sports and activities.



In MS, parents register their children using our online system, **SchoolsBuddy**, at the beginning of each term.

Experiential Learning Program

The **Experiential Learning Program** reflects our vision of global citizenship and our mission to provide meaningful and impactful learning opportunities beyond the classroom. Taking place annually for students in **Grades 5–11**, ELP involves developmentally appropriate excursions or school-based activities that range from local service initiatives and cultural explorations to international travel and adventure-based learning.

Through the ELP, students extend their academic and social learning into real-world contexts—developing grit, intercultural understanding, empathy, and collaboration. The experiences support our core values and empower students to contribute to the world around them in meaningful ways.

For more details about our ECA, Athletic, or other experiential learning program, please see our [Fox ECA, Athletics, and WWW Policy](#).

Week Without Walls

Week Without Walls is a signature experiential learning program that reflects our vision of global citizenship and our mission to provide meaningful and impactful learning opportunities beyond the classroom. Taking place annually for students in **Grades 5–11**, WWW involves developmentally appropriate excursions or school-based activities that range from local service initiatives and cultural explorations to international travel and adventure-based learning.

Through Week Without Walls, students extend their academic and social learning into real-world contexts—developing grit, intercultural understanding, empathy, and collaboration. The experiences support our core values and empower students to contribute to the world around them in meaningful ways.

For more details about our ECA, Athletic, or other experiential learning program, please see our [Fox ECA, Athletics, and WWW Policy](#).

Dress Code & PHE Uniform

While ISL Qatar does not have a school uniform, it does have a clear dress code which aligns with the Ministry of Education and Higher Education (MOEHE) Circular No. 10 (2024), which sets standards for modest and appropriate school dress. Clothing needs to be simple, modest, neat, and suitable for a range of school activities and appropriate to a working and learning environment.

All community members, including students, are expected to dress in a manner that is both respectful to the host country and inoffensive to any individual in the community. Clothing which could be perceived as culturally insensitive is not allowed.



General Dress Code for MS Boys and Girls

Both boys and girls must wear **pants/trousers** to school, as **no shorts are allowed for students starting in Middle School**. Girls who wish to wear skirts may do so as long as the skirt length is mid-calf.

Students should wear **loose-fitting clothing** (no form-fitting clothing is allowed), and all students must wear tops that **cover the shoulders**, with sleeves closer to the elbow than to the shoulder.

Shirts must **adequately cover the midriff** (with no skin showing between the bottom of the shirt and the top of the pants) and shirts cannot be low cut or sheer (see through).

Footwear must be safe for a school environment. There are special requirements in the science and technology rooms that must be observed, to ensure safety.

General Dress Code Violation Procedures

If in the first two weeks of school students are found to be dressed in clothing not aligned with the dress code, they will be given one warning. For another violation or for other violations after the first two weeks of school, students will be sent to the Middle School office where they will call their parent/guardian to deliver clothing aligned with the dress code or be sent home. A follow up reminder email will be sent home to parents about the dress code.

PHE and Swimming Kit

Participation in Physical and Health Education (PHE) is a mandatory part of the curriculum at ISL Qatar. To ensure student safety, hygiene, and comfort and to comply with the Ministry of Education and Higher Education (MOEHE) Circular No. 10 (2024), which sets standards for modest and appropriate school dress, including athletic sportswear for PHE classes.

Where to Purchase the Official ISL Qatar PHE and Swimming Kit?

Noble House Trading & Services and AL ALi Company

PHE/Swimming Dress Code Violations

ISL Qatar recognises that students may occasionally forget their PHE uniform. In line with international best-practice guidance and the school's inclusive, student-centred ethos, the response to a forgotten uniform is proportionate, supportive, and non-punitive – particularly for single incidents.



Occurrence	Who Manages	Action Taken	Parental Contact
1st Occasion	PHE Teacher	Student is offered a spare kit item from the department's spare kit store. Student participates fully in the lesson. Teacher records the incident in Toddle. No further action.	No – unless student requests it
2nd Occasion	PHE Teacher & Subject Lead	Spare kit offered again. PHE teacher informs HOD. A brief, non-confrontational conversation is held with the student to understand if there is an underlying reason.	Email home; no sanction implied
3rd Occasion	GLL & PHE Subject	GLL and PHE Head of Department meet with the student. A support plan is considered if a pattern of concern is identified (e.g. organisational strategies, financial support, pastoral check-in).	Formal written communication home; meeting offered
4th+ Occasion	PHE HOD & Divisional Dean of Students	Case reviewed by PHE HOD and Divisional Dean of Students. Individual support plan formalized. Possible referral to Learning Support or Counselling if the pattern suggests wider needs.	Parent/Guardian meeting arranged

Changing Expectations for Middle School Students

Students must change into their PHE kit before class and back into regular clothing afterward for hygiene and comfort.

Research Hub

The ISL Qatar Research Hub is a shared space serving EC1 to Grade 12 for reading, research, and study. For more details about the Research Hub, how and when Middle School children can access the Research Hub can be found in the [Research Hub Handbook](#).

Lost Property

All items worn and brought to school must be clearly labelled with the student's name using name tapes or permanent marking pen. Students must take care of his/her belongings. Unmarked property will be placed in the lost property box and kept until claimed. All unclaimed property will be given to charity at the end of each month.



Canteen Service

Catering services are provided by Bateel, a local school catering company. The canteen is open for staff and students from 7:20am to 2:45pm. Hot and cold menus are available for Primary, Middle and High School students to order from. The canteen offers a full range of sandwiches, salads, hot and cold meals, desserts and healthy snacks.

Hot meals are available for pre-order at least 24 hours in advance and will be delivered to Primary classes in time for second break. They can be ordered daily, weekly, monthly or termly. Orders should be submitted directly to the canteen with payment in advance.

Items from the canteen menu can be ordered in the morning by submitting an order form with payment direct to the canteen from 7:25am to 7:35am. Items can then be taken immediately or delivered to class. Order forms are available from the canteen directly. For primary students up to Grade 3 only, orders must be placed directly by parents and/or guardians.

Any other students are welcome to visit the canteen during break times.

Importantly, as students are not allowed to use their phones during the school day, students are not permitted to pay for food at the Canteen using their phones. Students may pay with their ISL Qatar Canteen card or cash is often accepted.

Ordering Food/Drinks and other items for Delivery

Students are expected to bring their own lunch or purchase items from the school Canteen. In situations where a student has forgotten their food at home, the student may request to call their family using the phoning home procedures. Parents may personally deliver items, for their child only during school hours, depositing the items at the Front Reception for their child to pick up. Note that parental delivery of fast food, sweets, or other unhealthy food or drinks is prohibited, unless explicitly approved by a member of the Middle School Leadership team due to an approved celebration event.

The ordering of food, drinks, or other items by students or parents on behalf of their students during the school day (before 3:30pm) is prohibited. Students will not be allowed for any reason to go to the front gates to collect food or non-food delivery items. Any purchases made by students or parents which do not align with this policy are at the expense of the family. The school is not liable for any purchases which were denied to the student by ISL Qatar staff in alignment with this policy. Arguments with the Security staff, Front Office staff or school leaders will not be tolerated as they are enforcing this expectation.



Students may only order food delivery individually after 3:30pm and only in cases where they are staying at the school for an extended period of time due to a school event and with the permission of the teacher with whom they are working.

In-class Celebrations/Parties/Birthdays

The school welcomes the opportunity to share in celebrations with the children. These celebratory events must be requested to your child's Grade Level Leader at least 48 hours in advance and are subject to their approval in line with other school policies. If approved, Students may bring in cake to share with classmates that may be easily divided among the students, though please ensure food items DO NOT contain nuts.

Safeguarding, Pastoral Care, Behavior Management

Safeguarding and Child Protection

All students, parents, visitors, and staff at the International School of London, Qatar are expected to conduct themselves in a lawful, ethical, safe and responsible manner that recognizes and respects the rights of others. This includes compliance with the ISL Qatar Safeguarding Policy that is based on national and international law and on The United Nations Convention on the Rights of the Child of which Qatar is a signatory.

The school takes seriously its responsibility to safeguard and promote the welfare of children and ensures adequate arrangements within our school to identify, assess, safeguard, and support those children considered at risk of harm.

- All staff at ISL Qatar receive annual training in Child Protection and Safeguarding.
- To prevent abuse, neglect, and radicalization, all personnel are informed of their duty and legal right to make a referral.
- The school has an appointed SCAN (Suspected Child Abuse and Neglect) team, comprising of members of staff with the necessary training, experience, and status to fulfil the obligations of serving on this team.

Our SCAN Team is led by our Designated Safeguarding Lead, Dr. Sean Areias (Head of School) with a Deputy Designated Safeguarding Lead from each section of the school. In MS, this is the Dean of Students and Pastoral Care. The wider team consists of pastoral leaders from across the school who work together when a safeguarding or child protection concern is identified or reported. This team ensures the confidentiality of these sensitive situations and only communicates needed information to others if it is essential to ensure the safety of the child or provide the appropriate support measures.

We partner with several local organizations to further support students and families in situations where the response needed goes beyond the scope and/or capacity of our school-based professionals.



If you suspect a child might be at risk of harm or have any further questions about our Safeguarding and Child Protection philosophy or procedures, please contact a member of the SCAN team, as identified above.

By undertaking the commitments outlined in the policy, we believe that we are providing a safe environment to the best of our ability thereby supporting the wellbeing of children, allowing them to reach their full potential.

Commitment to Student Wellbeing through Pastoral Care

At ISL Qatar, we believe that students who feel known, safe, happy, and connected with others at school are more likely to be, and feel, successful. Therefore, we prioritize student wellbeing and success through our commitment to building a greater sense of belonging and connectedness within our community and by our dedication to providing comprehensive Pastoral Care for our students.

Pastoral Care refers to the holistic structures and supports designed to promote the overall wellbeing, personal development, and academic success of students. It encompasses a range of services and practices, anchored in our ISL Qatar Mission, Vision, and Core Values, aimed at fostering an environment conducive to learning and addressing the emotional, social, physical and ethical needs of students.

While Pastoral Care is embedded in all aspects of school life, both in and out of the classroom, the following programs have student wellbeing and pastoral care at their core:

- **MS Community Time** program
- Social-Emotional Learning & Comprehensive Counselling services
- Transition Support
- School Nurse and Health Services

Prioritizing Pastoral Care within our community contributes to a safe, nurturing and inclusive environment where students can thrive both personally and academically.

Leading and Supporting Pastoral Care in the Middle School

All ISL staff support the pastoral care of students, serving in a range of capacities including as mentors, guides, models, thought partners, and champions. However, leadership of our varied pastoral programs is a collaborative effort from the following roles.

Middle School Pastoral Leads

- Head of Middle School* Leigh Anne Toler ltoler@islqatar.org
- Dean of Students & Pastoral Care* Dean Bleasdale dbleasdale@islqatar.org
- Counsellor* Dena Rehal drehal@islqatar.org
- Grade 6 Team Leader Fatima Ibrahim fibrahim@islqatar.org
- Grade 7 Team Leader Sihame Salmi ssalmi@islqatar.org
- Grade 8 Team Leader Adeeba Qazi aqazi@islqatar.org

School-wide Pastoral Leads

- Head of Inclusion & Wellbeing* Reinette Evert revert@islqatar.org
- School Nurses Nurse@islqatar.org
- Director of Athletics & Activities Joseph Toler jtoler@islqatar.org



*SCAN (Suspected Child Abuse and Neglect) Team member, led by the Head of School, Dr. Sean Areas, as the Designated Safeguarding Lead and Mr. Dean Bleasdale as the Deputy Safeguarding Lead for Middle School.

Student Behavior Expectations

A person's sense of belonging, wellbeing, and success can be significantly impacted by their own choices and by the choices of others. At ISL Qatar, we expect all students, parents, and staff to act in a manner aligned with our school Mission, Vision, and Core Values.

“What it Means to be a FOX!” - School-wide Behavior Expectations

Through the many aspects of providing pastoral care, we strive to ensure all members of our community understand “What it Means to be a FOX”, the choices, behaviours, and dispositions we expect in our school.

We believe that acting like an ISL Qatar FOX contributes to both personal and academic success and a greater sense of belonging in our community.

Being a FOX means WE:

- Act with **INTEGRITY** by
 - Being honest and owning up to mistakes
 - Abiding by school policies/expectations and following instructions
 - Being where we are supposed to be and when we are supposed to be there
 - Taking care of our items and spaces
 - Doing our own work to the best of our ability and submitting tasks on time
- Demonstrate **GRIT** by
 - Learning from our mistakes
 - Taking on appropriate challenges, setting goals, and taking steps to achieve them
 - Persevering even when something becomes more challenging
 - Asking for help when we cannot yet do something ourselves
 - Being positive and hopeful about what we can achieve (having a growth mindset)
- Act with **KINDNESS** by
 - Speaking kindly to and about others
 - Respecting the rights and wishes of others
 - Listening attentively when others are speaking
 - Offering help to those who need it
 - Being patient, empathetic, and understanding
- Contribute to a culture of **BELONGING** by
 - Working/playing well with others and making space for all who wish to contribute/play
 - Recognizing when someone is being excluded and taking steps to include them
 - Honouring the diversity of backgrounds, opinions, experiences, and skills of yourself and others
 - Standing up for those who are being treated unkindly
 - Expressing gratitude and showing appreciation for others



Through the many aspects of providing pastoral care to our students, we aim to create greater clarity and understanding of What it Means to be a FOX, as well as equip students with the tools and strategies needed to reflect upon and manage their choices. In situations where misaligned, inappropriate, and/or hurtful choices are made, we help students reflect upon their choices and take steps towards repairing or restoring strained relationships.

For more details about specific policies related to student behavioral expectations common across the school, please see our school-wide ISL Qatar [Behavior Policy & Procedures](#).

Phone Policy

To support student wellbeing and to prioritize learning while at school, ISL Qatar students in all grade levels, including Middle School, are prohibited from using their phones during the school day. This is in line with research and Ministry of Education and Higher Education (MOEHE) directives. While we fully support and promote the responsible use of technology to enhance learning through our Bring Your Own Device (BYOD) policy, mobile phones are neither an adequate nor appropriate tool to facilitate learning in our school context, particularly for our Middle School learners.

Phones must be powered off and in their backpacks during the school day, being used only at the end of last block to facilitate their departure from school.

When a student is found using their phone or having it on their person during the school day, it will be confiscated until the end of the day. Repeated offenses may include reflective conversations, loss of break time, parental contact, dropping the phone off in the Middle School office at the start of the school day, and may eventually lead to suspension if non-compliance continues.

*Exceptions: Students with medical conditions requiring a mobile phone to access essential health-related applications and/or monitor health levels during the school day will be allowed to have their phones on them during the school day. This is only possible with documentation and confirmed through the School Nurse. Other exceptional circumstances must be approved by a member of the Middle School Leadership Team.

Calling Home During the School Day

If a student needs to call home during class time due to an emergency, they must first request permission from their classroom teacher in order to leave the classroom. If the teacher determines that a phone call is necessary, they will notify the Middle School Office. The student will then be issued a note, which must be signed by a member of the Middle School Leadership Team or MS Administrative Assistant from the Middle School Office. Once the note has been approved and signed, the student may proceed to the Front Office to make the phone call from the school phone at Front Office.

For non-emergency situations, students may only call home during designated break times. Students must first report to the Middle School Office and request permission to contact their parents. If permission is granted, they may then proceed to the Front Office to make the call from the school phone at Front Office. Calls home for non-emergency reasons should not take place during lesson time, as instructional time must be protected. This procedure ensures that students have access to communication with home when needed while minimizing disruption to learning.



Smoking, Vaping, and other tobacco products

ISL Qatar is a non-smoking, tobacco-free campus. Everyone is required to observe the no-smoking rule at all times. Students are not allowed to smoke or vape on the school campus or during any school sponsored activity, whether it takes place on the campus or elsewhere. Students found smoking or vaping, or in possession of any form of tobacco, while on the school campus or while participating in any school-sponsored activities either on, or away from the school campus, will be subject to disciplinary consequences, including suspension.

Substance Abuse

Misuse of illegal substances is against the law in Qatar. Any students suspected of involvement with such substances could face severe consequences from the school and/or Qatari law.

Chewing Gum

Chewing gum is not permitted on school grounds. Please respect our commitment to a clean and healthy environment by using the bins provided for all waste disposal. Students found with chewing gum will be asked to immediately throw it away. Students who repeatedly possess, use, or distribute chewing gum on campus will be subject to disciplinary consequences.

Off-Campus Behaviour on School Trips

During school trips, students are expected to behave well, follow all school rules, and be good ambassadors for the school. Students who fail to do so, especially those who makes choices which endanger themselves or others, will be subject to disciplinary actions, and may be excluded from subsequent trips.

Guiding Approaches & Practices to Promoting and Addressing Student Behavior

While we may have many common expectations for student behavior across the school, Middle School students require different approaches in response to their choices. As such, we have outlined Middle School specific guidance and intervention strategies below.

Core Principles

Middle School community members are expected to embody the core values, demonstrating integrity, grit, kindness, and belonging in their daily actions. Our approach prioritises:

- Establishing clear expectations to promote positive behaviour;
- Encouraging self-regulation and social responsibility;
- Using restorative practices to resolve conflicts and repair relationships;
- Maintaining a structured and inclusive learning environment;
- Collaborating with parents to reinforce values at home and school.

Practices to Promote Positive Student Choices and Behavior

To promote a positive and respectful school environment, we employ the following strategies:

Positive and Proactive Strategies

- Integrate social-emotional learning and character development into the curriculum and during our community time program.
- Train staff in positive reinforcement and restorative practices.



- Continuously monitor student well-being and engagement using multiple data points, including Toddle documentation.
- Co-create expectations clearly displayed in classrooms.
- Consistently reinforce "What it Means to be a Fox" characteristics, which are linked to our Core Values.

Restorative Interventions

- **Restorative Circles:** Facilitated discussions to address conflicts and build community.
- **Reflective Agreements:** Agreements between students and staff outlining steps to repair harm.
- **Peer Mediation:** Trained students or staff assisting in conflict resolution.
- **Reintegration Support:** Plans for students returning from suspension to rebuild trust and belonging.
- **Behaviour Monitoring form:** is a structured tool used by educators to document and track student behaviour over time.

Positive Reinforcement

Positive reinforcement is fundamental to a thriving learning community. It encourages students to meet and exceed expectations from an intrinsic desire to succeed rather than external pressure. Positive reinforcement should significantly outweigh negative reinforcement.

We utilise the following positive reinforcement techniques:

- Expectation-based language (focusing on what students can/should do rather than what they cannot/should not do).
- Verbal reinforcement (recognizing and appreciating positive behaviour).
- Written or visual reinforcement (learner profile attribute displays, celebration walls, and digital acknowledgments).
- Positive communication with the community and families, such as the Positive note! notification in Toddle.

Practices to Address Student Behavior

Behavioral Concerns Categories

When a Middle School student struggles to meet expectations, we approach the situation with empathy and a growth mindset. Behaviour concerns are categorised into minor, moderate, and major concerns, each with appropriate interventions:

- Minor concerns (e.g., minor disruptions, low-level disrespect): Addressed through reflective conversations, gentle redirection, and positive reinforcement.
- Moderate concerns (e.g., repeated defiance, rough play, ongoing disruptions): Managed with structured interventions such as peer mediation, additional guidance, and parental collaboration.
- Major concerns (e.g., physical aggression, bullying, destruction of property): Handled through immediate pastoral lead involvement, investigation, and parental meetings, following the Major Behaviour Protocol.

Levels of Behaviour Intervention

To ensure a structured and tiered approach, staff should refer to the following levels of intervention:



Level 1 – Classroom Teacher

- Teachers must reinforce classroom expectations and apply subject-specific routines.
- Strategies such as verbal reminders, reflection time at break, or positive reinforcement.
- Submit Behaviour Notes in Toddle for concerning behaviour and Positive Notes on Toddle, to recognise success.
- Parental contact via Toddle with GLL/Dean copied into the communication.
- Pastoral team support for teachers, if required.

Level 2 – Grade Level Leader / Dean

- Contact the GLL if the student does not respond to Levels 1-2 or if there is no adjacent classroom available.
- GLL may meet with the student, follow up with home, or support further intervention planning, such as Positive Behaviour Trackers, or reflection time.

Level 3 – Dean of Students / Head of Section

- Used when escalation beyond the GLL is required or when the GLL is unavailable.
- The Dean/Head of Middle School may meet with the student and family, arrange for formal consequences or coordinate further support plans.

Accountability and Follow-Up Protocols

For Level 1:

- Teachers submit Behaviour Notes to track concerns and Positive Notes to reinforce success via Toddle
- Implement break-time reflection if appropriate.
- Contact parents for informal discussions to foster positive partnership.
- Seek support from the pastoral team as needed for advice or classroom drop-ins.

For Levels 2:

Students may be referred to Dean's Reflection (In-School). Teachers must:

- Inform the student's parents.
- Notify Dean and the relevant GLL with the student's name and reason for referral.
- Instruct the student to report to the Middle School Office.
- If incidents escalate or become repeated, the pastoral and/or academic teams may:
- Call a parent meeting (teacher may be invited or informed).
- Review behaviour records and determine next steps collaboratively.
- Students may be suspended

At Level 3 students can be at risk of internal and external suspension, as follows:

- Student Incident Statement taken
- Parental notification of suspension
- Suspensions
 - At school – usually in the first instance, depending on the severity of the case (physical violence will automatically result in an external suspension as a direct violation of our Core Values and safety of the community).
 - External—for severe cases such as physical violence, repeated incidents and a failure to make sustained and sensible choices in-line with our Behaviour Policy and Core Values.



- **Reintegration Meeting:** with Head of Middle School (where possible), Dean and Grade Level Leader. At this meeting parents must be present with the student concerned and the student must have written a reflection on the incident reviewing the Core Values of the school, what they have learnt and how they aim to proceed moving forwards.
- The Middle School will be transparent and document all possible consequences of sustained poor behaviour for student records and their Academic Transcript, leading to High School Diploma.

The wellbeing and growth of our students are central to our approach. While we acknowledge that mistakes are a natural part of adolescence, behavioural matters are considered on a case-by-case basis and are managed with discretion, fairness, and an understanding of individual context. Accountability is ultimately determined by the Head of Middle School.

Student Behaviour and Promotion Readiness

We believe that positive behaviour is an essential component of student success and a key indicator of readiness to move to the next grade level. Students who demonstrate responsibility, self-regulation, respect for others, and a commitment to learning are better positioned to succeed academically, socially, and emotionally.

While promotion decisions are never based solely on behaviour, a student's behavioural record and impact on the learning environment are important indicators of readiness for the next grade level. Significant or ongoing behavioural concerns may indicate that additional support, intervention, or monitoring is required before a student is ready to successfully access the opportunities and expectations of the following academic year.

When behavioural concerns arise, the school works proactively with students and families through a range of supports, which may include:

- Restorative conversations
- Behaviour reflection and goal setting
- Behaviour tracking systems
- Individualized support plans
- Increased communication between home and school
- Student support services and specialized interventions where appropriate
- Comprehensive Educational Psychologist Assessment, where appropriate

For students requiring significant additional support, the school may implement a Re-enrollment Review Plan and/or a Conditional Offer as part of a structured process to strengthen school-home partnership and support positive outcomes.

Families are encouraged to review the “Promotion and Retention” section under Communicating Learning Progress for detailed information regarding how behavioural readiness contributes to promotion, retention, re-enrollment decisions, and conditional support measures.



Increased Parental Involvement and Collaboration

A strong home-school partnership is essential in reinforcing positive behaviour. Parents are encouraged to:

- Reinforce ISL Qatar's core values and IB learner profile attributes at home.
- Celebrate their child's achievements, including Positive note notifications and other recognitions.
- Engage in discussions about behaviour expectations, restoration, and consequences.
- Support interventions through open communication with teachers and staff.

Use of Physical Restraint (Reasonable Force)

Physical intervention is a last resort, used only when a student poses an immediate risk to themselves or others. If restraint is necessary, the incident is documented, parents are informed, and a follow-up plan is developed.

Documentation

Documentation supports both positive reinforcement and interventions for students struggling to meet expectations. Middle School uses the **Toddle** Pastoral Care Module to track and analyse behaviour patterns.

- The **Positive note notification** is a positive reinforcement tool used to celebrate students demonstrating core values and learner profile attributes. These notifications are shared with school leadership and families.
- Other behaviour documentation remains internal and helps inform intervention strategies, monitor trends, and evaluate the effectiveness of support measures.

Counselling Services

We have a dedicated Middle School counselor who works directly in supporting the pastoral care of students in Grades 6-8. In addition to supporting students and parents with social, emotional, and/or academic issues on a confidential basis, the counsellors also contribute to student wellbeing in the following ways:

- Leading the onboarding and support of new families into the ISL Qatar community
- Supporting the transition process for students and families leaving our community
- Supporting students and parents as they transition from one section of the school to another
- Teaching/leading regular counselling lessons/assemblies to whole grade levels, specific classes, and small groups of students
- Communicating and liaising with parents and external organizations
- Leading information sessions with various members of the community
- Contributing to the development of Community Time (in MS) program based on the needs of students



MS Student Leadership

Fox Council

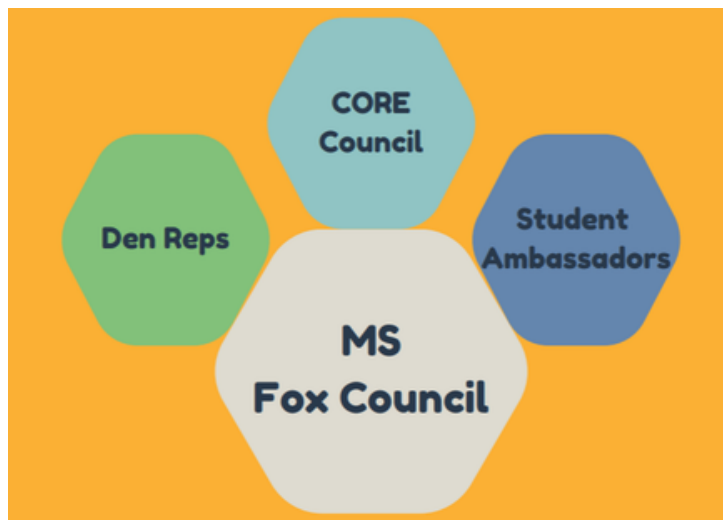
The MS Fox Council is a diverse group of middle school students who have been selected by both their peers and the MS faculty to represent (be the voice of) the wider student body, to work collaboratively to improve the middle school community, and to promote school spirit, our core values, and “What it Means to be an ISL Qatar Fox” characteristics.

The MS Fox Council will...

- model and promote our school values and the characteristics of “What it Means to be a Fox”.
- advocate for the needs and interests of students with the Middle School Leadership Team (MSLT).
- collaboratively plan, promote, and lead Middle School events.
- contribute to projects aimed at improving the school community.
- provide feedback and input into the development of school policies.

Fox Council Leadership Groups

The MS Fox Council is the overarching term for the various student leadership roles in the Middle School. Each role within Fox Council has a distinct purpose and is essential to supporting our community.



CORE COUNCIL: The “core” student leadership team responsible for representing the entire MS student body, partnering closely with the Middle School Leadership Team (MSLT) and Fox Council teacher leaders in contributing to decision-making about MS events and initiatives.

DEN REPS: A team of representatives from the Community Time Dens. Den Reps serve as the “voice” of their CT Den with the Core Council and MSLT and promote engagement in school activities within their Dens.

STUDENT AMBASSADORS: Student leaders who act as “ambassadors” of our ISL community, directly supporting new and prospective students, families and staff in their transition into our community.



Attendance Expectations

Students are required to attend school every day for the entire school day. It is an expectation that all students achieve at least 90% attendance rate for each academic year.

Parents are requested to avoid making dental or medical appointments within school hours. Frequent or prolonged absence will be viewed as a serious matter as will regular lateness. Parents will be required to account for any such occurrences. Continued absence or lateness will impact negatively on learning outcomes and may, therefore, affect a student's progression to the next grade level.

Often, the dates of term opening and closing or school opening and closing are liable to be changed at short notice under instructions from the Ministry of Education. We welcome the understanding of parents at such times and apologize for the inconvenience which results from this action. Parents should plan family vacations to coincide with the official ISL Qatar school vacations as printed in the school calendar at the beginning of the school year and as may be subsequently amended.

Parents of students who are consistently late to school or classes will be notified. The Pastoral Team and MS leaders will conduct weekly attendance and punctuality checks to ensure that students meet the minimum requirement of 90% attendance and maximize their learning time. Absences data will be viewable on Toddle for parents and is reported on school reports.

Reporting Your Child's Absence

Parents should notify the school via the Attendance portal in Toddle in the case of any absence. Medical absences exceeding 3 consecutive days will require a medical certificate. This should be submitted to the school nurse.

You will receive an automated message every morning if your child is marked absent from school for the first block without a reason provided. We may notify you directly in case of recurrent late arrivals to class.

To ensure you receive these notifications, please verify your notifications settings on Toddle.

Attendance, Punctuality, and Promotion Readiness

Regular attendance and punctuality are essential for student learning, wellbeing, and academic success and are key indicators of readiness to move to the next grade level. Consistent attendance enables students to fully engage with the IB MYP curriculum, participate in collaborative learning experiences, and establish positive routines that support long-term achievement. All students are expected to have an attendance rate of 90% or higher.

While promotion decisions are never based solely on attendance, a student's attendance record and ability to consistently engage with learning are important indicators of readiness for the next grade level. Significant patterns of absence, chronic lateness, or extended interruptions to learning may impact a student's academic progress, social development, and preparedness for future success.



When attendance concerns are identified, the school works proactively with students and families to understand contributing factors and develop appropriate support strategies. These may include:

- Attendance monitoring and review
- Attendance improvement plans
- Meetings with students and families
- Student support services and wellbeing interventions
- Ongoing communication between home and school

For students whose attendance concerns significantly impact learning or readiness for continued enrollment, the school may implement a Re-enrollment Review Plan and/or a Conditional Offer to provide additional structure, support, and accountability.

Families are encouraged to review the “Promotion and Retention” section under Communicating Learning Progress for detailed information regarding how attendance and engagement contribute to promotion, retention, re-enrollment decisions, and conditional support measures.

Admissions Policy

We have a school-wide Admissions Policy which can be viewed [here](#).

HEALTH AND SAFETY

The school employs two nurses available daily from 7:20am to 3:30pm. They are based in the nurse’s room on the ground floor near the administration office. The nurses can be contacted via telephone or email nurse@islqatar.org. For more detailed information about our comprehensive health services, please see our school-wide [Health Services policy](#).

Nut-Free Campus Policy

ISL Qatar has a strict NO NUT policy, as we have some students with severe nut allergies. We appreciate your strict cooperation with this. Please ensure that no nut products are brought to school, this includes all tree nuts, peanuts and any product containing any nut derivative.

Visitors during the School Day

Please see details about our school-wide [Visitors Policy here](#).

Car Park

The Main Car Park at the front of the school is very congested at the beginning and end of the day. At the end of the day, there could be occasions when the main car park is completely full. At those times, you will be asked to park outside the school boundaries.



While every effort is made to supervise and manage the flow of traffic, all parents, drivers, and other supervising adults are politely requested to exercise common courtesy and to always follow the directions of the guards. Please follow the car park guidelines below:

- Park only in allowed areas
- Do not leave any vehicle unattended if it is not in a designated parking space
- Always maintain a slow and safe speed

Be aware and vigilant of students and adults crossing the roads

Hot weather

Students are allowed to go outside during the break times for much of the school year. However, at times of the school year, typically September, October, May, and June the high temperatures mean it is not advisable to do so. At these times, students must not be outside at break times. The gym and atrium areas are used where possible to provide an opportunity for play.

Evacuation procedures

Throughout the school year, fire and other drills are held to familiarize students with correct emergency procedures. Instructions are displayed in each classroom. The fire alarm is a continuous sounding of the bell. Upon hearing the alarm, everyone should leave the building immediately and silently by the established routes. They should proceed quickly to the designated meeting points where attendance will be taken. Under no circumstances is a student or member of staff allowed to return to the building to collect any item during the evacuation. Students and staff will be allowed to return to the building only upon the instruction of the Head of School or his/her designated deputy. Parents in school should evacuate by the nearest exit and assemble at the designated area for visitors by the football field.

There are also periodical practices of the emergency lockdown procedure. This alarm is a siren and requires immediate return to the closest lockable room. Visual instructions are displayed in each classroom. An important part of this procedure is that silence must be maintained, and mobile phones must be switched off. If any parent/visitor is on campus when the lockdown alarm is sounded, they too must strictly go to the nearest lockable room and follow the required instructions posted in the room.

CONTACT INFORMATION FOR PARENT QUESTIONS RESOLVING PARENT CONCERNS

Our Middle School team is here to support all students and parents. Should you have questions, please see the Middle School Contact Flow Chart to help you determine who you should contact:



MS “Flow” of Contact

1st point of contact for Parents/Students:

Subject Teacher (for a particular class)
Den Leader (for broader questions or concerns)



2nd point of contact (escalated):

Grade Level Leader (pastoral/behavioral)
Subject Leader (academic)



3rd point of contact (escalated again):

Dean of Students (pastoral/behavioral)
MYP Coordinator (academic)

If support still needed:

Head of Middle School

Middle School & Whole School Leaders

- Head of Middle School – Leigh Anne Toler ltoler@islqatar.org
- MS Dean of Students and Pastoral Care – Dean Bleasdale dbleasdale@islqatar.org
- MS MYP Coordinator – Benjamin Smith bsmith@islqatar.org
- Grade 6 Grade Level Team Leader – Fatima Ibrahim fibrahim@islqatar.org
- Grade 7 Grade Level Team Leader – Sihame Salmi ssalmi@islqatar.org
- Grade 8 Grade Level Team Leader – Adeeba Qazi aqazi@islqatar.org
- MS Counselor – Dena Rehal drehal@islqatar.org
- MS STEM Subject Lead (Math, Science, Design) – Ziyaad Abrahams zabrahams@islqatar.org
- MS Humanities Subject Lead (English and INSO) – Oliver Borrow oborrow@islqatar.org
- Arts Subject Lead (Visual Arts, Theater, Music) – Ricardo Zamora rzamora@islqatar.org
- Director of Athletics & Activities, PHE Subject Lead – Joe Toler jtoler@islqatar.org
- Head of Multilingualism & Intercultural Learning – Roula Haj Ismail rismail@islqatar.org
- Assistant Head of Multilingualism & Intercultural Learning, Head of Arabic and Compulsory Subjects – Dr. Ahmed El Hadidi aelhadidi@islqatar.org
- Home Language Coordinator – Irene Duenas iduenas@islqatar.org
- Language Acquisition Coordinator – Farah El Mokadam felmokadam@islqatar.org

*Other whole school leaders can be found at the front of the MS Family Guide.

At some time in your child’s schooling, you may find that there is an issue that causes you concern. The school realizes that this may happen and encourages parents to come forward as early as possible if they would like to discuss any issue affecting their child’s education. It is in everyone’s interest that concerns be resolved at the earliest possible stage, and our policy is to take them seriously to resolve them before they develop into problems. Most issues are resolved very quickly, as parents may simply require more information, or there may be a misunderstanding, or the matter may be resolved with a simple acknowledgment of a mistake and an apology.

To learn more about the school-wide policy and procedures for Parent Concerns, please see our Resolving Parent Concerns Policy.



ADMINISTRATIVE PROCEDURES

1. Communication

Communication is one of the most important aspects of a successful school. The top things that parents want to know from school are:

- Updates on their child's progress and insight on how their child can improve
- Information about how their child is assessed and what grades they have obtained
- Information on what their child is expected to learn during this year
- Curriculum descriptions and information on the programs their child is following
- Timely notice if their child's performance is slipping
- A calendar of events and meetings
- Timely reminders and clear descriptions about events and meetings
- Information about how their child gets along with others
- Information on graduation and university course requirements

We are continually striving to ensure parents receive information, and are able to communicate with us, in ways that suit them. We communicate regularly through:

- E-mails to parents and students
- Monthly newsletters (sent by e-mail)
- Social Media platforms
- iSAMS

However, we understand that sending an e-mail or a weekly newsletter or posting information on social media does not always ensure that the message we want to convey is fully received and understood.

The best channel of two-way communication for parents are:

- iSams
- Email

These are valuable communication tools and enables us to get feedback from parents and helps us understand if our message is being understood.

The receiver of a communication is much more important than the sender: it is essential that the receiver obtains information in a way that is understandable and applicable to them. We regularly survey parents about ways to improve our communications.

2. Face-to-Face Communications

Other channels of communication that are perhaps more important than those mentioned above are the face-to-face 'live' communication opportunities we offer. They include:

- Celebrations of Learning and Class Assemblies – parents get to see the result of their children's learning in action
- School Reports and Parent/Teacher/Student Conversations Consultations – parents learn how their child is progressing and are able to establish a relationship with their teacher



- Student-led Conferences – parents get to see their child's work and discuss, with their child, what he/she has learned
- Presentations/Workshops for Parents – parents learn about the programs and services we offer and establish contact with key staff
- Parent Coffee Mornings, Parent School Association, Parent Advisory Group and other Parent Support Groups – parents meet other parents and/or senior staff and have the chance to ask questions and discuss matters of interest and form relationships in an informal setting.
- Ad-Hoc appointments – these can be made at any time when your child's teacher is available either to establish a relationship and/or discuss your child's progress.

3. Communicating with the school/teachers

Open and timely communication between parents and teachers can help to clarify misunderstandings, permit staff to put a stop to undesirable behaviours or counter-productive arrangements and improve a teacher's understanding of a student's needs.

The teachers and administrators of ISL Qatar welcome contact with you and would stress that most concerns or issues are easily addressed if the person responsible is made aware of the situation. Only when a teacher or administrator is informed can they take steps to deal appropriately with an issue. When the school and parents work together, students will always benefit. Therefore, when you are concerned about something that has happened at school, you should follow the steps outlined below:

- **Step 1:** If there is an issue or concern, communicate directly with the staff member involved. If you are unsure who to approach, the following should serve as a guideline:
 - Class or Subject Teacher – if you have concerns directly related to your child's learning.
 - Homeroom Teacher or Counsellor – if you have concerns regarding the behaviour of your child, or that of another student, that is impacting upon your child's progress at school.
 - IB PYP, MYP or Diploma Coordinator – if you have general questions about the curriculum or program your child is following.
- **Step 2:** If concerns still exist after this then you are invited to contact the Head of Early Years, Primary or Middle and High School, after informing the staff member that you intend to do so.
- **Step 3:** If a parental concern is not addressed sufficiently at the Early Years, Primary or Middle and High School administration level, parents are invited to discuss their concerns with the Head of School.

If you are unsure how to deal with a particular issue then please do feel free to contact the Head of Early years, Primary or Middle and High School for advice at any time.



How to make contact...

It is possible to make direct contact with teachers by email. Alternatively, you can leave a message with the School Office staff:

Email: mail@islqatar.org

Tel: +974 4433 8650

Your message will be passed on to the teacher who will then contact you at their earliest convenience. Discussion can then take place via a phone call, email or by setting up an appointment at a mutually agreeable time. Teachers will make every effort to get back to you as quickly as possible but as a teacher's day is very busy with students, it may take a day or two. However, it should not take longer than two working days for a teacher to reply to you.

It is important that parents do not make unannounced visits, as teachers or school leaders might not have the time to meet with you and give you the attention that you respectfully deserve. If you make an appointment with your child's teacher, he/she will be able to provide you with more time to adequately address any issues you may have.

All communication should be conducted in a mutually respectful manner in order to ensure the child's well-being continues to be the priority. By working together, we can strengthen our commitment to excellence.

4. Active and proactive communication skills

A key aspect of successful communication is active and proactive communication skills. Here are some tips for active and proactive communication:

- Check your child's Communication Book, and/or Toddler (Early years and Primary parents, only) regularly and give feedback or send messages regularly through these channels.
- Proactively look for regular communications from the school e.g., weekly newsletter or daily Facebook posts
- Check frequently for communications to parents and students via e-mail
- Immediately highlight important dates and events and add them to your calendar
- Highlight important and relevant sections of an email or newsletter (this can be done electronically or by printing them out)
- Have a message board in a prominent place in your home and stick important messages on it
- Have a calendar of school events in a prominent place in your home and highlight important dates on it
- Provide feedback to messages you receive to help the school understand if our messages are being interpreted correctly.
- Respond to requests as soon as possible
- Mark messages as important or requiring attention (this can be done electronically or by printing out)

Most importantly, get involved in school, and try to attend the face-to-face sessions listed above whenever possible.

Parents are requested to keep the school informed of any changes with regards to their contact details, particularly email addresses, to ensure the smooth flow of communication. It is essential that the school always has a number where a parent or designated guardian can be contacted in case of emergencies. Changes in contact details must be communicated to the front office in a timely manner.



At ISL Qatar, students are expected to bring a personal learning device to school each day to support learning, collaboration, creativity, and access to digital resources. Full details, including technical specifications, device requirements, exemptions, and onboarding procedures, are available in the school's [BYOD Policy](#).

Device Requirements

- Students must bring a fully charged device that meets the technical specifications published in the BYOD Policy.
- The device must be capable of supporting the school's learning platforms, assessment requirements, safeguarding controls, and network access requirements.
- Parents are responsible for ensuring that any device purchased meets the published specifications before purchase and is ready to use in school.
-

Mobile Phones and Smart Devices

- In line with school expectations and Ministry guidance, mobile phones may not be used during the school day unless there is an approved exception linked to learning, medical need, safety, or another authorised school purpose.
- Smartwatches and other personal connected devices must not be used to access communications, messaging, or online services during the school day.

Expectations for Use

- Devices are provided for educational purposes and should be used as directed by teachers.
- Students are responsible for the care, security, and readiness of their device at all times.
- Devices should support learning, collaboration, creativity, and responsible digital citizenship.
- Students must bring their device fully charged and ready for use each school day.

Network Access and Security

- Only devices that comply with the school's published technical, safeguarding, and security requirements may connect to the school network.
- Access to school systems may require the installation of school-managed security certificates, configuration profiles, or other approved security measures.
- Devices that cannot support the school's safeguarding, filtering, identity, or network requirements will not be permitted to access school network resources.
- The use of VPNs, hotspots, or other methods designed to bypass school safeguarding measures is prohibited.

Failure to Meet Expectations

Students without a compliant or operational device may:

- Be unable to access online learning resources.
- Be required to complete work in alternative formats where possible.
- Be recorded as a behavioral infraction in Toddle

Repeated non-compliance may result in:

- Follow-up by the Grade Level Leader or Dean.
- Parent contact and agreed actions to ensure compliance.
- Escalation in line with the school's behavior guidelines as set forth above



Health & Safety

Hot Weather

ISL Qatar is diligent in monitoring weather and air quality to ensure the safety of our children during the school year. Should the weather become unhealthy per our guidelines, we do not go outside. However, due to the limitations of our climate, we do go outside for play and activities whenever safe. **During our outdoor play months, children must have a water bottle and hat or cap with them at all times.**

During the hot weather months where outdoor play is prohibited, students must remain in designated classrooms and hallways. When available, PS students will be able to use the gym, atrium or MPH for indoor play during break times.

Child Protection and Safeguarding Policy

Student Wellbeing through Pastoral Care, Inclusion, and Academic Support.

Athletic & Activities Handbook

PHE Uniform Policy

Inclusion Policy

Behavior Policy

Visitors Policy

Health Services

Facilities

Extra-Curricular Sports & Activities, Week Without Walls, Service

Service Programs, Events, Performances & Excursions

Admissions Policy

Fee Regulations



International
School of London
Qatar

We hope this handbook has provided valuable insight into our school's programs and expectations across all divisions. At ISL Qatar, we value our partnership with families and are committed to supporting every student's growth as an internationally minded, lifelong learner.

Warm regards,

Leigh Anne
Head of Middle School