

The Middle Years Curriculum Programme

Parent Handbook

Years 10 to 11

2026-2027





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The Middle Years Programme (MYP)

The MYP is designed for students aged 11 to 16 and provides a framework of learning that creates challenging opportunities for both independent and collaborative investigation, creativity, problem solving and critical thinking.

The teachers at EISJ create opportunities for thinking beyond the classroom which allows our students to be entrepreneurs, innovators and ambassadors for change.

The MYP accommodates national and local curriculum requirements and builds upon the knowledge and skills developed in the Primary Years Programme (PYP) and prepares students to meet the needs of the academic challenges of the final phase of the MYP in Years 10 and 11, the Diploma or Careers Related Programme in Years 12 and 13 (DP or CP) and beyond.

The table below shows the IB learning phase that your child will be undertaking:

Year group	Phase of learning
Years 1 to 6	PYP (Primary Years programme)
Year 7	MYP (Middle Years Programme) Phase One
Years 8 and 9	MYP (Middle Years Programme) Phase Two
Years 10 and 11	MYP (Middle Years Programme) Phase Three
Years 12 and 13	DP (Diploma Programme) or CP (Career-related programme)

Dear Parents and Students,

It is with great pleasure that we welcome you to the 2026-2027 academic year.

We are excited to begin this academic year as your MYP Coordinators for Years 10 and 11. Having previously supported students and families across different stages of the Middle Years Programme, we have seen first-hand the positive impact the MYP has in developing confident, reflective, and globally minded learners. We look forward to continuing this journey with our Year 10 and 11 students as they approach the final stages of the programme.

Years 10 and 11 are an important time of academic challenge, personal growth, and preparation for the transition into the Diploma Programme or other post-MYP pathways. Together, we are committed to ensuring that every student is supported, challenged, and inspired to achieve their full potential while developing the skills, knowledge, and attributes needed for future success.

We believe that a strong partnership between school and home is key to student success and look forward to working closely with both students and families throughout the year. Our aim is to guide and support each learner with clarity, care, and high expectations.

This guide has been designed as a practical resource for both students and parents. Whether you are new to the EISJ community or looking to refresh your understanding of the MYP, we hope it will answer many of your questions and provide a clear overview of what to expect throughout the year.

Please do not hesitate to get in touch if you have any questions or would simply like to connect. We look forward to a rewarding, successful, and enjoyable year ahead.

Best wishes!



The IB Learner Profiles

The IB Learner Profiles are at the heart of the International Baccalaureate and is also at the heart of everything we do at EISJ.

The IB Learner Profile comprises of ten attributes and responsibilities which go beyond academic success and help students to meet the needs of the IB programme: to develop internationally minded people with a shared commitment to building a better and more peaceful world.

All EISJ students are expected to take every opportunity to develop their own learner profile. In doing so, students learn to respect themselves, others and the world around them

The ten IB learner attributes



Source: International Baccalaureate IB Diploma Programme Education School Learning, PNG, 521x514px, International Baccalaureate, Critical Thinking, Diploma, Education, Educational Assessment Download Free (favpng.com)

The UN Sustainable Goals

The 17 Sustainable Development Goals (SDGs) are both a call for action and an agreement of collaboration by both developed and developing, in a global partnership. Sustainable Development targets have been set by the international community for 2030 and it is important that our young people are both aware and empowered to contribute towards these goals.

Through both the learner profile and the SDGs students have the opportunity to explore global challenges such as poverty, inequality, climate change and peace and justice.



Source: [Sustainable Development Goals | United Nations](https://www.un.org/sustainabledevelopment/)



Approaches to Learning ATL Skills

At EISJ we strive to develop learning skills that support students through their developmental phases but also promote life-long learning.

Students develop, practice and master a wide range of skills across the MYP Programme, these are known as the ATL Skills. The ATL Skills consist of five skill categories. These are introduced, practiced and mastered according to students' particular developmental stage.

These skills are assessed by teachers throughout the curriculum against the students' stage of development and reported on using a grading scale from 'Exceeding Expectations' to 'Cause for Concern'.



Source: [ATL and Library - Lifearian Association](#)

MYP Concepts and Contexts

There are sixteen **Key Concepts** that students will explore through subject disciplines. They will also use these concepts to explore issues, events and ideas through cross-curricular projects. All students will experience at least one of these projects per year through their subjects in various combinations.

There are six **Global Contexts**. A 'lens of learning' through which students will pose questions, investigate and learn using independent, collaborative and teacher led support.

All units of study begin with a statement of inquiry through which selected concepts and contexts will be explored.

The sixteen Key Concepts

Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global interactions	Identity	Logic
Perspective	Relationships	Systems	Time, place and space

The Six Global Contexts

Identities and Relationships
Orientation in Time and Space
Personal and Cultural Expression
Scientific and Technical Innovation
Globalisation and Sustainability
Fairness and Development



Subject Groups of Study

The table below shows the subject areas at EISJ. The MYP 10-11 Curriculum Overview Document for each subject provides further information on the units of study in each subject.

MYP subject group	Subject
Language and literature	English Arabic A
Language Acquisition	Arabic B French, Spanish
Mathematics	Mathematics
Sciences	Integrated Science
Individuals and Societies	Geography, History
Arts	Theatre, Music and Visual Art
Design	Product Design, Food and Nutrition
Physical and Health Education	Physical and Health Education
Additional MOE subjects	Islamic Education Moral Studies, Social Studies

Subject Options for Years 9 & 11

Early in the Spring term we hold our annual Curriculum Fair for Year 9 and Year 11 students and their parents so that they can consult with our curriculum leaders and teachers to choose their subjects for the following two years. Our MYP curriculum is fully aligned with the IB Diploma and Career- Related programmes to ensure students build a solid foundation for the next stage of their academic career.

Form Time:

Form Time plays a crucial role in the development of the school and student learning, well-being and academic success. The Form Tutor has daily contact with students in their form-class and plays a major part in fostering positive approaches to learning, to the school and in the community as a whole. Each day is themed to ensure students have time to develop their reading skills, work collaboratively on their Service As Action projects, develop their learning skills whilst providing touch points for reflection and focus on well-being.



Being School Ready

Standard classroom equipment list:

- **A compatible laptop that can run and use the Microsoft suite (iPads and tablets are not always compatible).**
- Writing pens and pencils
- Ruler
- Glue and scissors
- Highlighters
- Erasers and sharpener
- Coloured pencils
- Copy book or exercise books
- Clear pencil case (essential for examinations).

Students will be asked to bring in **additional equipment** or ingredients in subjects such as Visual Arts, Food Preparation and Nutrition, Textiles and Design. Students will be advised in advance and it is imperative that they organise equipment **prior to the lesson**.

Transport:

We liaise with Diamond Lease as our authorized company to provide quality and safe transportation for students. **Further details are available on the school website.** It is important that students arrive at their designated point on time, embark and disembark safely, wear their seatbelts and behave appropriately.

Cafeteria: The school operates an account system, students use an account card to purchase healthy food and drink items. Details will be given to students on their arrival. Students can also bring their own packed lunches.

The school has a healthy eating policy and it is important that students who bring packed lunches have a balanced meal, avoiding highly processed and junk foods. The canteen is supervised by teaching staff during every break time and lunch time.



The School Uniform Policy

Students should arrive to school in the correct uniform with appropriate black school shoes or trainers. Trainers, sneakers, sports shoes or black shoes with colours or logos are not considered appropriate.

- Blue Shirt with the school logo (available in boys and girls' style and cut).
- Navy trousers or skirt (trousers must not be denim, 'skinny' or legging style, sports trousers are not considered appropriate, skirts should sit below the knee when sitting down).
- School jumpers with the school logo and branding are available from the school uniform shop. Items without the school logo will not be permitted.
- Female students must not wear nail polish. Girls are allowed a wristwatch and one set of stud earrings only. Female students with long hair should tie it back for school.
- Male students are not allowed any jewellery except a wrist watch. They should have neat short hair, trimmed so it is above the ears and collar. Exaggerated hairstyles are not acceptable.
- Unusually coloured hair is not suitable acceptable

Physical Education

- PE set – tops and shorts with school logo (available in boys or girls' style).
- Plain black sports trousers (If leggings are worn, shorts must be worn over the top).
- Appropriate sports trainers (Vans or Converse style shoes are not appropriate).
- All jewellery must be removed and long hair should be tied back before activity.
- Long sleeved undershirts and sports hijabs are appropriate to cultural needs.
- One-piece school swimsuit for girls and school shorts for boys, swim hat, towel, goggles and appropriate flip-flops/slippers for pool side.
- School jumpers or hoodies are not permitted for Physical Education.

The School Shop is open from Monday to Friday.

09:30 am -02:00 pm

02:00 pm-03:00 pm (closed)

03:00 pm-05:45pm

Our shop is located at Emirates International School,
Jumeriah at the Primary school building (side entrance).

To order online, the Uniform catalogue is available on the
school website. Home → Registration Overview (at the
bottom of the page) → School Uniforms



Supporting Student Learning

Each unit or topic of study will start with a statement of inquiry. This will include the global context and key concepts that students will explore.

Teachers at EISJ utilise a range of teaching strategies to meet individual student needs so that students are able to self-regulate their own learning.

We support our MYP students to independently achieve a balance in their thinking process, be open-minded to account for different perspectives and be able to communicate themselves and their thoughts creatively, accounting for audience and context.

Inquiry Based	Provoking curiosity in order to structure and sustain exploration.
Concept Driven	Planning and teaching through concepts that are transferable to new contexts/situations.
Contextualized	Reaching beyond the scope of individual subjects to establish relevance in the real world.
Collaborative	Promoting effective teamwork and purposeful/productive work.
Differentiated	Providing access to learning for a diversity of learners and needs.
Informed by Assessment	Balancing assessment of learning, and to inform future learning.
Personalised	Tailored to the needs of the individual.

Teachers develop varied tasks that allow students to demonstrate their skills and understanding. These may include open-ended, problem-solving activities and investigations, organized debates, presentation, hands-on experimentation, analysis and reflections.

Assessment strategies and tools (rubrics, checklists, portfolios) are designed to allow the students to show real understanding through flexible and appropriate application in new contexts. Recording and reporting provides students with detailed feedback on their level of achievement according to the criteria of the subjects. Assessment can be formative (on-going throughout a unit to check understanding and provide further support) or summative (to make an attainment judgement at the end of a period of learning)



External Assessments

Non-MYP assessment

GL Progress Tests:

GL is an abbreviation for Granada Learning; these assessments in English, Maths and Science take place yearly and give a clear picture of attainment and progress; making it easy to measure year on year progress.

CAT 4:

CAT 4 assessment are held in years 6, 8, 10 and 12 and normally run within the first three weeks of term for all students in these year groups. The information is used by their teachers for two years before they sit the next wave of tests. New students or students that have not completed the CAT 4 assessment in the previous year will need to take these tests at the start of the academic year. CAT 4 is an assessment of reasoning ability which can identify where student's strengths lie without being tied or framed to a particular area of the curriculum.

NGRTs:

New Group Reading Test is a test designed to drill down into student reading and comprehension skills. NGRT allows comparison between decoding skills and sentence completion against passage comprehension.

PISA:

PISA stands for the Programme for International Student Assessment. It is an international assessment that measures the knowledge and skills of 15-year-old students in reading, mathematics, and science. The assessment focuses on how well students can apply their knowledge to real-life situations, rather than just testing their recall of facts. PISA is administered every three years by the Organization for Economic Co-operation and Development (OECD).

PASS

The Pupils Attitudes to Self and School (PASS) survey is a short self-evaluation survey used to get an insight into attitudes that could be affecting pupil and school performance. PASS helps identify possible barriers to learning, including issues around confidence and resilience and motivation.

Non-MYP subjects

The MYP framework provides flexibility in the curriculum to ensure that all national MOE requirements are met. In addition to the MYP subjects, our Muslim students take Islamic Studies. Given that our Arabic A students do not take an additional language in years 10 or 11 they are offered BTech Business or BTech IT.



External Assessments

MYP Assessment

Year 11 students register for MYP certification in September. This is a formal, internationally recognised qualification. The MYP certificate consists of two assessment formats; the on-screen eAssessments and the ePortfolios. The on-screen eAssessments are interactive examinations which use an authentic assessment approach to demonstrate conceptual understanding and the ability to apply knowledge in complex, unfamiliar contexts, including the use of global contexts.

The online examination subjects include:

- Language and Literature (English and/or Arabic first language)
- Mathematics
- Sciences
- Individuals and Societies (Geography/History)
- Language Acquisition (Arabic B, French & Spanish)
- Interdisciplinary assessment

Each eAssessment will focus on a specified global context which will be announced in December each year. The eAssessments are marked externally. The interdisciplinary assessment will be based around the global context chosen for each session and to help prepare for it, pre-release material will be given to schools early in April of Year 11.

For their remaining subject groups students will be required to submit ONE ePortfolio of work. These subject groups are:

- Physical and Health Education
- Design (ICT or Food & Nutrition)
- Arts (Music, Theatre or Visual Arts)

The ePortfolios are completed between November and February, are marked internally, and are moderated externally. The eAssessments, ePortfolios and the Personal Project each count towards the MYP certificate and are mandatory components. All Year 11 students are required to complete a Personal Project and must also meet the school's requirements for Service and Action in order to be eligible for the MYP certificate.

To gain the MYP Certificate students must pass each of the six eAssessments, the ePortfolio, and the Personal Project, with a minimum grade 3 in each of these. In addition to this, the total number of points required to gain the MYP Certificate is 28 points. Students who complete two Language and Literature online examinations are eligible for the MYP Bilingual Certificate. The maximum number of points that a student can achieve for the MYP Certificate is 56 points.

We offer alternative curriculum pathways for some of our students as not all of our students take the full MYP certificate.



External Assessments

The Personal Project

The Personal Project is an opportunity for all Year 11 students to conduct an independent learning project which showcases their growth throughout the five years of the programme. Students set their own learning and product goals which connect to their personal and academic interests.

The Personal Project is a mandatory component of the Middle Years Programme and has equal importance with all MYP subjects included in the MYP Certificate

The Aims of the Personal Project:

- Participate in a sustained, self-directed inquiry within a global context.
- Generate creative new insights and develop deeper understandings through in-depth investigation.
- Demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time.
- Communicate effectively in a variety of situations.
- Demonstrate responsible action through, or as a result of, learning
- Appreciate the process of learning and take pride in their accomplishments.

Requirements:

Students must create three items:

1. **A process journal.** This includes the student's own reflections, information, planning and supervisor meeting records, and should stand as proof of all the work the student has put into the project. This is important for providing evidence of the ATL skills used throughout the process.
2. **A product to demonstrate the learning that has taken place.** The product is presented in an Exhibition, it can be a physical object, such as an artwork or model, or a display of achievement, such as photographs of an event or campaign.
3. **A project report.** This can be either an essay or a recorded audio-visual presentation in which the students reflect on their whole process. It must be a maximum of 15 pages in length.

Time frame

Students begin the Personal Project in the Autumn term of Year 10. They are guided through the investigating and planning stages of the process during the remaining months of the school year to ensure they are able to create their final product over the summer vacation. Students are required to keep learning journals for all stages of the learning process and submit drafts of the report as each criterion is completed. In late October Year 11 students showcase their final product to the school and wider community at the MYP Personal Project Exhibition. The students design evaluations that are completed during the exhibition that allow them to complete their reflections for Criterion C. The Personal Project cycle is completed by the end of term one in Year 11 to ensure students are able to focus on their e-Portfolios between November and February.



Guidance

After the launch of the Personal Project all Year 10 students will have an individual interview with their form tutor to discuss their Project Proposal (learning and product goal, and the personal interests that have inspired the project). Shortly afterwards, they will be assigned a supervisor who will guide them and oversee the completion of the project. These supervisors may not be experts in the subject area of the project, as students are expected to select, apply and evaluate their own sources. Supervisors will be selected from among the school staff unless the student chooses to complete the project in a language which we cannot accommodate. In these cases, members of the surrounding community are encouraged to supervise in partnership with the school.

Assessment

Student projects are assessed by their personal supervisor. However, it is a compulsory requirement that a sample of student work be sent to the IB for external moderation purposes. The Personal Projects are graded according to the following equally weighted criteria:

Criterion A: Planning Maximum 8	i. State a learning goal for the project and explain how a personal interest led to that goal. ii. State an intended product and develop appropriate success criteria for the product. iii. Present a clear, detailed plan for achieving the product and its associated success criteria.
Criterion B: Applying Skills Maximum 8	i. Explain how the ATL skill(s) was/were applied to help achieve their learning goal. ii. Explain how the ATL skill(s) was/were applied to help achieve their product.
Criterion C: Reflecting Maximum 8	i. Explain the impact of the project on themselves or their learning. ii. Evaluate the product based on the success criteria.

The Interdisciplinary eAssessment

IB publish pre-release material on the 1st April each year to help students prepare for the interdisciplinary examination.

The interdisciplinary learning eAssessment explores the chosen global context through interdisciplinary lenses for two of the following subject groups:

- Language and literature
- Individuals and societies
- Sciences
- Mathematics.

These two subjects are explored in detail in the examination, although questions may be featured that require another subject to be considered and that include the opportunity to incorporate Arts, Design, PHE and Language Acquisition.

The teachers from their two chosen subject groups will collaborate and support students in their preparation for this examination. The interdisciplinary learning eAssessment (two hours) has two tasks; students should spend roughly one hour on each task. The structure of the examination ensures that students have time to provide detailed answers that demonstrate their creative and critical skills in an interdisciplinary setting. Reflecting will be assessed too.



Internal Assessment

Typically, assessments will run at the end of a unit of study and students will be informed by their teachers so that they can be best prepared. There are multiple opportunities to practice exam technique in lesson time as well as scheduled mock-style exams.

Each subject is split into 4 criterion (A, B, C and D) and students will be assessed at least twice against these criteria in the academic year. A grade is given out of eight for each of these criteria.

These four assessment criteria are added together to give a total out of 32. This total is converted into a single grade which is grade out of 7. The grade descriptors are given on the next page.



Assessment and Reporting

All students will be assessed summatively in Criterion A, B, C and D. This will allow both students and teachers more time to focus on each strand of each Criterion fully.

All students will be assessed twice on each strand of each criterion by the end of the academic year as directed by the IB.

Parents will receive Progress Reports on the Criteria covered at the end of Terms 1, 2 and 3. An overall grade will be given based on all assessment data at the end of the year.



MYP grade boundaries and overall level descriptors

This is the total mark that students achieve across all four criterion based on a best fit approach of two assessments over the year. Each criterion is assessed out of 8 to give a total possible mark of 32.



The total mark is then used to come to an overall MYP Level which teachers will reports on at the end of the school year.

Grade Boundaries /32	Overall MYP Level	Overall Level Descriptor
1-5	1	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and skills. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
6-9	2	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
10-14	3	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
15-18	4	Produces good quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
19-23	5	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real- world situations, and, with support, some unfamiliar real-world situations.
24-27	6	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
28-32	7	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.



IB Criteria by Subject

Each subject will assess students in Criterion A, B, C and D twice in an academic year so that teachers can make a judgment on an overall MYP Level. The table below shows the Criterion for each subject.

MYP Subject Group	MYP Subjects Taught	Criterion A /8	Criterion B /8	Criterion C /8	Criterion D /8
Language and Literature	English Arabic A	Analyzing	Organizing	Producing Text	Using Language
Language Acquisition	Arabic B French Spanish	Listening	Reading	Speaking	Writing
Mathematics	Mathematics	Knowing & Understanding	Investigating patterns	Communicating	Applying Maths in real life contexts
Science	Integrated Science	Knowing & Understanding	Inquiring & Designing	Processing & Evaluating	Reflecting on the Impacts of Science
Individuals and Societies	Geography History	Knowing & Understanding	Investigating	Communicating	Thinking Critically
Arts	Theatre Music Visual Art	Investigating	Developing	Creating Performing	Evaluating
Design	Food & Nutrition Product Design ICT	Inquiring & Analyzing	Developing Ideas	Creating a Solution	Evaluating
Physical & Health Education	Physical and Health Education	Knowing & Understanding	Planning for Performance	Applying & Performing	Reflecting & Improving Performance
Interdisciplinary Note: there are only 3 criteria where students are assessed across a combination of subjects.	Subject Combination	Evaluating	Synthesizing	Reflecting	



What is Service as Action?

Service as Action is a core component of the IB Middle Years Programme. It is **a compulsory and essential element for every student** which involves students taking part in a range of activities alongside their academic studies. Service activities should evolve beyond simply doing for others but rather through the demonstration of an understanding of wider issues (e.g. poverty, literacy, pollution, climate change), justifying the need for service and initiating meaningful actions with members of the community to contribute towards a solution.

Below are the types of Service as Action experiences in the Middle Years Programme:

Direct Service	Where students interact directly with people, animals, or the environment.
Indirect Service	Where students' actions benefit people, animals, or the environment but they do not interact directly with them.
Advocacy	Where students promote awareness and understandings of a cause or a concern to promote action on an issue of public interest.
Research	Where students collect information through varied sources, analyse data, and report on a topic of importance in order to influence policy or practice.

Service as Action is a core aspect of the MYP programme and through it students demonstrate a commitment to service, making a positive difference to the lives of others and to the environment. Students in Years 10- 11 are expected to engage with the seven SA objectives each year in a series of individual and group activities. The initiatives taken by our students have been widely recognized by the school, local, national and international community. All students in each year of the MYP at EIS-J have a minimum requirement for the successful completion of the Service as Action component.

To successfully complete Service as Action in Years 10-11, students must complete:

- 1 group project each year;
- 3 independent, individual projects each year;
- They must cover all seven of the Service as Action learning objectives at least once;
- Each project must have a written reflection recorded on Managebac.



Requirements for Academic Progress

All students following the MYP Programme must meet the following requirements to be successfully promoted to the next academic year:

- As a school we expect students to maintain 98% attendance (85% minimum attendance which is in accordance with the KHDA and EISJ attendance policy).
- Meet curriculum expectations (level 3 or above) by the end of each year of the MYP. In Year 10 students must be “on track” to meet their end of phase targets and curriculum expectations.
- Successfully complete all Service as Action/Personal Project requirements.

In order to be promoted to Year 12 to follow the two-year IBDP or IBCP course, Year 11 MYP certificate students must gain a minimum of 28 points (with an average of a level 4 or above in all subjects) and fully complete all Service as Action Requirements. Students who take the High School Certificate as an alternative academic pathway must achieve a level 3 or higher in each of their internal examinations at the end of the academic year and complete all Service as Action requirements in order to gain promotion to Year 12.

*Students who do not meet the requirements above may be required to repeat the academic year. Cases are reviewed on an individual basis.

Academic Honesty at EISJ

EIS Jumeirah is committed to academic honesty and we will ensure that all students are aware of what this entails. While we trust that all students enrolled in the school will submit work of their own that is appropriately referenced, we feel that it is necessary to give guidelines as to what this means and what the consequences will be if any work does not meet this standard.

Academic Misconduct includes the following:

- Plagiarism or copying from another student.
- Plagiarism derived from copying from another text or source which is not referenced, or which is not the student's own work.
- Obtaining unauthorised access to examination and other formative and summative assessment materials.
- Bringing unauthorised materials into the examination room and during any summative or formative assessments in the classroom.
- Deriving an answer through the use of a calculator or other means, when the syllabus, curriculum or component instructions specifically precludes its use.
- The actual or attempted involvement with other people when an examination or formal summative assessment has begun.
- Behaving in an inappropriate manner in the examination room and during summative assessments in the classroom (e.g., behaviour that causes disruption).
- Starting an examination or classroom assessments before the designated time.
- Ignoring specific procedures outlined by the invigilator and the teacher during examinations, test and summative assessments.
- In the case of external examinations, trying to remove or divulge the content of examinations before a board's 24-hour rule.
- Submission of offensive or insulting content within coursework, summative or formative scripts and assessments.
- Changing academic results.
- Collusion: helping another student to be academically dishonest.
- Duplication: submitting work that is substantially the same for assessment in different courses without the consent of all teachers involved.



Sanctions

Level 1 – When the student is caught plagiarizing for the first time, he or she must repeat the assignment or complete an equivalent assignment. Parents will be informed and a copy of this will be kept on the students' records.

Level 2 – When a student is caught plagiarising for a second time, a parent meeting will be called with the relevant teaching staff, HOD, IB Coordinator and the student. A failing grade will be given for the assignment. Again, a record of this will be kept on the student records.

Level 3 – When a student is caught plagiarising for the third time, an interview process will be in place with the student, parents, MYP Coordinator and the Deputy Head of Secondary.

Where two students are involved; the same process will apply to students who have given their work to others to plagiarise, it is therefore important that your child does not share their individual work for this purpose.

During formal IB assessment in the eAssessment, ePortfolio and Personal Project Academic, honesty must automatically align with the IB policy.

During draft stages: When a student is caught plagiarizing during an initial draft of an assignment a parent meeting will be called to discuss his incident with the teacher, HOD and IB Coordinator. A formal disqualification warning letter is issued and kept on the student's record. The student is internally suspended and will be permitted to resubmit work completed under direct supervision of the teacher.

During final submission or second offences: When a student is caught plagiarizing in the final submission and/or for a second time (in any subject), the student is awarded zero marks, a failing grade for that assessment and is reported to the IB.

Using the "Penalty matrix" sanctions range from:

- Zero being awarded in that subject only.
- Disqualification from the MYP with no opportunity to re-sit.
- Disqualification from all IB Programmes.

If students are caught plagiarising during the eAssessment external examinations, it is likely that the student will be awarded zero in that examination and possibly all other formal e-assessment examinations.

Supporting students with Academic Honesty:

We understand that Academic Honesty and integrity are skills that need to be developed throughout the MYP programme. In each year of the MYP programme class teachers share the academic honesty expectations aligned with the ATL skills Communication and Research.

In Years 10 and 11 we expect students to be able to produce a bibliography of sources used in a recognized format (i.e. Harvard referencing) and use text citations independently. These skills are developed through assemblies, workshops, help sheets and modelling from teachers in classroom-based resources and are particularly important for the Personal Project in Year 11.



Homework Policy

The purpose of homework, or any informal assessments completed at home, is to promote individual extended learning opportunities outside of the classroom. Students are regularly assigned work to complete at home including, but not limited to: projects, essays, reading material, problem solving questions. Students are expected to complete and submit these assignments on time in order to receive feedback in a timely manner. Summative assessments are not set as homework to support students in ensuring they meet the academic honesty standards.

HOMEWORK TIMETABLE

Year Group	Time per subject (approx)	Total time per day (approx)
10	40 mins - 1 hour	2-3 hours
11	40 mins - 1 hour	2-3 hours

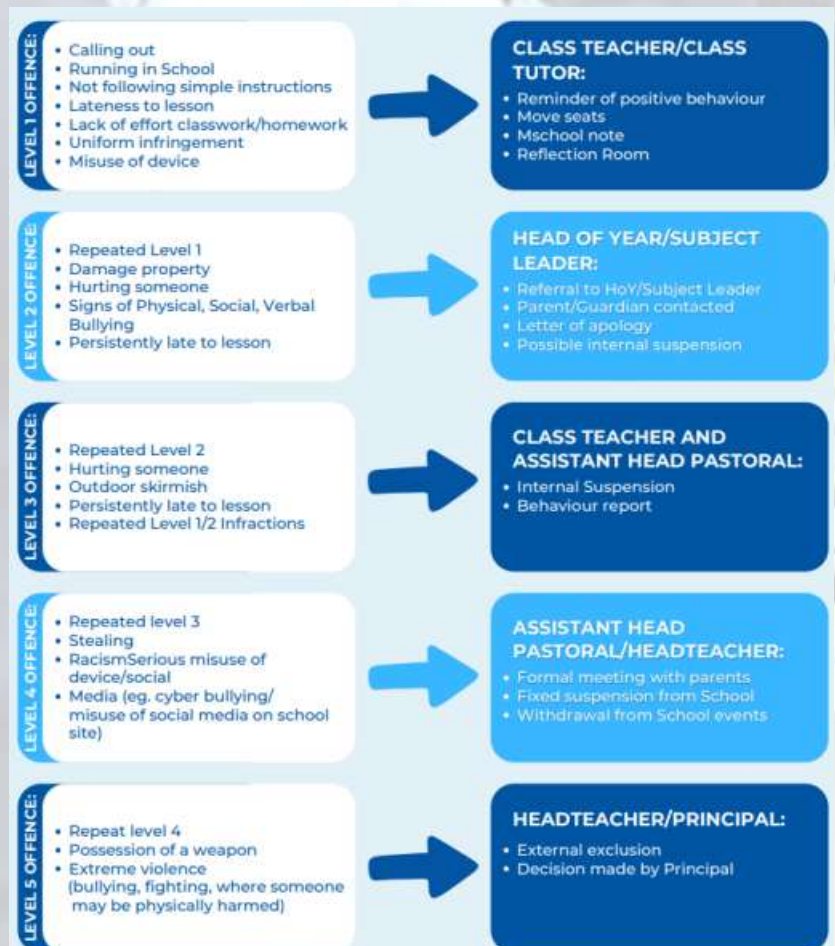
* Additional time is required to complete the Personal Project and Service as Action projects as these are designed to be completed independently, outside of school hours.

Behaviour policy

At EISJ, we pride ourselves on providing a happy, safe and constructive learning environment for all of our students.

Our behavior policy enables us to support positive behavior (see rewards on P17) and intervene quickly, consistently and appropriately to signs of poor behaviour. The behaviour flow chart is communicated clearly to both teachers and students so all are aware of consequences/next steps for negative behaviour. Please see our website for all of our policies in full:

<https://www.eischools.ae/jumeirah/policies>





Smartphone and Device Use

We understand that mobile phones, smart watches, and other personal devices are an important part of everyday life and can help students and families stay connected. However, they can also distract from learning and, at times, be misused.

To support a focused learning environment, EISJ operates a no mobile phone policy during the school day. All students are required to hand in their mobile phones during morning registration. Each form class has a secure lockbox where phones are safely stored throughout the day and returned to students at dismissal.

Students who arrive after morning registration must hand in their phone to the High School Secretary, Ms Laila Sabet, upon arrival.

If a student needs to contact home during the school day, they should speak to a member of staff and will be directed to the High School Office, where they can make the call if appropriate.

Internet safety is important to the school. The school has a firewall system to prevent access to inappropriate sites using the school Wi-Fi. Students may be asked to complete independent research using their own laptop or device during lessons. Any student found either accessing inappropriate sites or consistently being off-task due to device distractions will have their device removed. Parents will be contacted and a meeting arranged with the Deputy Head Teacher to discuss further action or support required.



Reward Policy

It is essential that students are recognised and awarded for their efforts and achievements in their subjects and there are a number of ways that students are recognised.

House Points:

The school operates a House System; each child is allocated a House on arrival. There are a number of outdoor activities, projects, quizzes and challenges that students can participate in throughout the year to contribute to their house total points. Termly treats and trips are awarded to students with the highest numbers of house points.

Teachers can also award students house points during their lessons where students have been able to demonstrate their application of the IB learner profile in any of the ten attributes:

Knowledgeable, Risk-Takers, Caring, Reflective, Inquirers, Open-Minded, Balanced, Principled, Thinkers or Communicators.

Students who regularly try their best or excel in a subject are also recognised in half termly award ceremonies by their teachers, Heads of House, Heads of Department and the Senior Leadership Team.

Our strong ASA programme has something for every child and has been recognised as one of the best programmes of its type in Dubai.

Some of last year's activities included:

Law Society	Google Sketch-Up	MUN	Farmer's Market	Self-Care club	F1 in Schools
Swim Club	Dance Cardio	Best Buddies	Crochet Club	Basketball	Cricket
Creative writing	Year-book club	Italian for fun	Python programming	Chess club	Textiles
STREAM and Physics Experiments	ECO-dyeing	Rounders	Academic support and challenge sessions	World Scholars Programme	Robotics

The activities offered at our school aim to develop well-balanced, motivated and independent young people. We advise you to encourage your child to be involved in as many activities as possible. Participation in after school activity will enable your child to expand their horizons, learn new skills, develop competences and is a great way for them to stay active and healthy.



ManageBac - Our Virtual Learning Environment

We use ManageBac throughout the MYP as our online learning platform. It is accessed by students, teachers and parents alike, eliminating unnecessary paperwork. ManageBac allows students and parents to:

- Monitor and track formative and summative assessments. This includes written feedback and numeric grades.
- View upcoming Units of Inquiry. Know more about what your child is learning in upcoming lessons.
- Maintain and check the online Service and Action Portfolio.
- Track and monitor progress with the Personal Project (in Years 10-11).
- Track a student's academic progress by subject throughout the year.
- Track and monitor a student's Approaches to Learning skills.
- Log Service as Action reflections.
- Access a student's school report at each of our reporting points.

ManageBac allows students, parents and teachers to communicate effectively on the progress that is being made in all MYP subjects. ManageBac enables parents and students to view important academic deadlines and events on our school calendar throughout the school year. It has the benefit of being a single online site that is used to store all MYP related materials.

For parental guidance on how to navigate ManageBac, please watch the tutorials:

[Managebac tutorials - Google Drive](#)

We also offer face to face training for parents who are new to the ManageBac system during Term 1 of the academic year; invites are sent via the student services email.



ManageBac



Student Help and Support

Happiness, safety and well-being are our priority in the EISJ community and our staff are always happy to help; students should not be worried or concerned in speaking to any teacher throughout the day.

In the first instance, form tutors are usually the first point of contact and are there to provide support to students who may be having difficulties or adjusting to school life. Form tutors will start the day with their students to provide the one to one support they might need. Heads of House provide an additional level of support.

Mr Gavin Taylor, our Assistant Headteacher (Pastoral) with responsibility for pastoral needs across the High School oversees wellbeing across the High School: gtaylor@eischools.ae

Our Safeguarding leads are Ms Feherty and Dr Rose should students need support with issues that are having a serious impact on their safety or welfare.

Dr Rose: RKAMATH@eischools.ae

To ensure parents receive timely and accurate information to any queries they may have, they should use the Key Staff Contact details below:

Pastoral concerns or support:

- Attendance and timetable/subject queries: **Form Teacher** (The email address can be found on the class homepage on Managebac).
- Attendance, early departure during the school day and well-being issues: **Head of House**
- Wider attendance and well-being issues: **Assistant Head Teacher (Pastoral)**

Academic concerns or support:

For subject-specific queries (individual assessments, class resources, missed lessons/assessments) **class teachers and Heads of Department should be contacted**. The email address for class teachers can be found on the class homepage on Managebac. The table on the next page provides information on the subject groups and the Head of Department contact details.

Wider curriculum issues for Years 10 and 11 should be addressed to the MYP Coordinators: Ms Neelum Nadeem (nnadeem@eischools.ae), Ms Charlotte Haydn-Higgins (chiggins@eischools.ae), or the Deputy Head of High School, Mr Thomas Rolt (trolt@eischools.ae).



Contact details for Heads of Department:

MYP subject group	Subject	Head of Department
Language and literature	English Arabic A	Diana Miladinovic: dmiladinovic@eischools.ae Mushira Salama: msalama@eischools.ae
Language Acquisition	Arabic B French, Spanish	Hala Kamal: hmoustafa@eischools.ae Jose Hernandez: jhernandez@eischools.ae
Mathematics	Mathematics	Anthony McIntosh: tmcintosh@eischools.ae
Sciences	Integrated Science	Rania ElGeoshy: relgeoshy@eischools.ae
Individuals and Societies	Geography, History	Mike Pike: mpike@eischools.ae
Arts	Drama, Music and Visual Art	La Tanya Rhooms: lrhooms@eischools.ae
Design	Product Design, ICT Food and Nutrition	Joanne Roberts: jroberts@eischools.ae
Physical and Health Education	Physical and Health Education	Robert Cross: rjcross@eischools.ae
Additional MOE subjects	Islamic Education Moral studies, Social Studies	Mohammed ElAwadi: meelawadi@eischools.ae
Non MYP studies	Business Studies BTEC (Arabic A students) IT BTEC	

Updating contact details:

All parents are asked to provide contact details (address, phone numbers and email addresses) so that the school can contact you.

If you think that any of your details might have changed; please contact the school so we can update our records.

We welcome all our students for the coming academic year! If you have any additional concerns not covered in this guide, please do not hesitate to contact the MYP Coordinators:

Ms Neelum Nadeem: nnadeem@eischools.ae

Ms Charlotte Haydn-Higgins: chiggins@eischools.ae











