



مدرسة ديرة الدولية
DEIRA INTERNATIONAL SCHOOL
FESTIVAL CITY

—
 Al-Futtaim Education Foundation

KS5 (IB) Handbook

"Forever learning, forever achieving"

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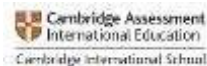
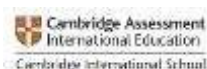


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Welcome

I would like to take this opportunity to welcome both new and returning parents to Key Stage 5 (KS5) at Deira International School (DIS). Thank you for taking the time to read this handbook and hopefully it will give you an insight into KS5 at DIS. I am extremely privileged to join you as we embark on the most important educational years for you and your child.

In Key Stage 5 at Deira International School, all students study a two-year International Baccalaureate Programme. Students will participate in either the International Baccalaureate Diploma Programme, Courses Programme or the Career-Related Programme. All pathways are international in their curriculum content, recognised by universities and employers around the world and combine in-depth academic study with activities that encourage a sense of adventure and social responsibility.



At Deira International School, we also recognise the importance of developing students' social skills. Throughout Key Stage 5 students will have the opportunity to be involved in a wide range of extracurricular activities including Model United Nations, Duke of Edinburgh Awards Scheme, music and talent concerts, sports competitions, art exhibitions, debating conferences, local and national educational trips, AI Futtaim work placements and educational conferences.

In all areas of school life, students are supported by an outstanding group of teachers. Staff are passionate and dedicated, they will guide and lead through both times of success and uncertainty. Academically, you can expect students to be challenged in all areas of the curriculum with extension or reinforcement work where appropriate.

Every student's progress is tracked and monitored closely throughout the IB course. A variety of intervention strategies will be used to allow students to succeed in all areas of the curriculum. A calm, purposeful and caring environment is created through mutually respectful relationships between staff and students.

As students return back to school and enter a new academic year, they will be feeling a range of feelings and emotions. At DIS, we understand the importance of providing a smooth and seamless transition from one year to the next. Our outstanding pastoral team are on hand to support students every step of the way to ensure all students can excel and achieve their full potential.

On reading this booklet, if you have any queries please do reach out to me and I will be more than happy to support. This booklet has been created based on the current COVID19 situation. As we move through the year, you will be kept up to date on any key changes.

Your involvement throughout the year and in your child's, education can make all the difference and I would like to thank you in advance for your support.

Yours Faithfully

Brian Cleary
Head of Key Stage 5 – IB Coordinator

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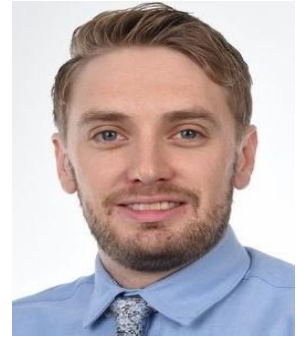
IB Team 2020/2021



Mrs Masand
Assistant IB Coordinator



Mrs Thomassan
IB Career – Related Programme Coordinator



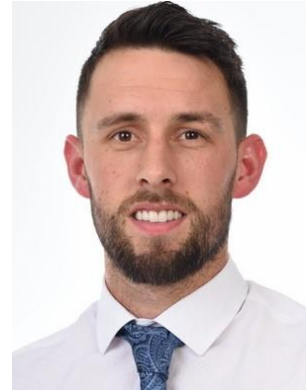
Mr Maskill
Creative , Activity and Service Coordinator



Mrs Ayaz
Director of University and Careers Counselling



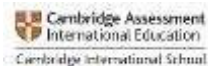
Ms Wood
Year 13 Learning Coordinator



Mr Egan
Year 12 Learning Coordinator

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Key Stage 5 Team

Mr Brian Cleary Head of Key Stage 5 – IB Coordinator

Year 12 Learning Coordinator

Year 13 Learning Coordinator

House	12
Falcon 1 (Blue)	Laura Henderson
Falcon 2 (Blue)	Nathan Stanley
Oryx 1 (Red)	Yilmaz Yadirgi
Oryx 2 (Red)	Asma Oulghazi
Saluki 1 (Yellow)	Valerie Vogel
Saluki 2 (Yellow)	Thomas Marshall
Tahr 1 (Green)	Ruth McHelm
Tahr 2 (Green)	Zain Saeed

House	13
Falcon 1 (Blue)	Sarah Ledgerwood
Falcon 2 (Blue)	Thomas Jacobs
Oryx 1 (Red)	Mary Assaad
Oryx 2 (Red)	Rocio Pique Garcia
Saluki 1 (Yellow)	Kaloom Akhtar
Saluki 2 (Yellow)	Gary Hembry
Tahr 1 (Green)	Humayan Moyhuddin
Tahr 2 (Green)	Nazia Moyhuddin

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DIS Vision, Mission and Values

DIS Vision:

To create an outstanding, multi-cultural learning community which empowers students to achieve their potential, become life-long learners and responsible global citizens.

DIS Mission:

At DIS we believe all students fulfil their potential in an inclusive, forward thinking and safe environment, in which each child's individuality is valued and encouraged. Our committed team of educators provide opportunities for creativity and global awareness through a holistic and nurturing curriculum. They hold high expectations, use innovative learning and teaching approaches and encourage the celebration of cultural diversity. We foster partnerships where students, parents, staff and the wider community actively support and contribute to the achievement of the DIS Vision.

DIS Values:

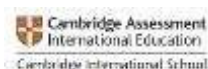
At DIS, Respect, Excellence, Collaboration and Integrity are the values we live by, that help us action our Vision and Mission. These are also the values of Al-Futtaim Group.

DIS Motto:

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I am DIS

At DIS we pride ourselves on our three core 'I am DIS' values which are Determined, Innovative and Successful. We expect our students to develop and model these values in all areas of school life. As students move through the academic year they will be given various opportunities to develop, demonstrate and celebrate our core values both in and out of the classroom.

Determined

I show **bravery** by accepting challenges even when they are difficult. I am **grateful** and thankful for the opportunities I have. I am **kind** and respectful to pupils and staff without expecting anything in return. I am resilient and show **perseverance** even in the face of disappointments. By treating everyone equally I show **fairness**. I am **honest** about myself and others and take responsibility for my actions.

Innovative

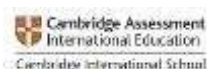
I am **creative** and come up with new ideas. I develop my **curiosity** by looking for new ways to see the world around me. I use my **judgement** to make decisions based on evidence. By giving advice to others I can show **perspective** using my knowledge and experience. I am **prudent** through planning carefully for my future. By contributing to group work I demonstrate my **teamwork** skills.

Successful

I can recognize and **appreciate excellence** of others. I know my strengths and talents but demonstrate **humility** as I am humble in my efforts to succeed. I show good **leadership** by working in groups and ensuring all in the group contribute and work cohesively. I have a **love of learning**, therefore I am motivated to deepen my knowledge or achieve new skills. My energetic attitude and enthusiasm is a result of my **zest for life**. I show **self-regulation** and self-control of my emotions, feelings and actions in my strive to be the best version of myself.

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Key stage 5 Curriculum

In Key Stage 5 at Deira International School, all students study a two-year International Baccalaureate Programme. The programme aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

An IB education at DIS aims to transform students as they learn, through dynamic cycles of inquiry, action and reflection. Teachers enable and support students as they develop the approaches to learning they need for both academic and personal success.

Students will undertake in either the International Baccalaureate Diploma Programme, Courses option or the Career-Related Programme. All pathways are international in their curriculum content, recognized by universities and employers around the world and combine in-depth academic study with activities that encourage a sense of adventure and social responsibility.



IB Diploma

IB Diploma students will study six subjects, three at higher level and three at standard level from the six IB groups. Diploma students will also undertake the diploma core elements of extended essay, theory of knowledge and creativity, activity and service.

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IB Courses

IB courses students will study six subjects with flexibility on the number studied at higher level and standard level. Courses students will also undertake the diploma core element of creativity, activity and service.



IB Career- Related Programme

IBCP students will study three IB subjects from Groups 2, 5 and 6. Students can choose to study each subject at higher level or standard level. IBCP students will also undertake the core elements of personal and professional skills, reflective project, service learning and language development.

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IB Subject Groups

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Studies in Language and Literature	Language Acquisition	Individuals and Societies	Sciences	Mathematics	The Arts and Electives
English Language and Literature HL / SL	Arabic A Literature HL/SL	Business Management HL / SL	Biology HL / SL	Math Analysis and approaches HL / SL	Theatre HL/SL
BTEC Business (CP Only)	French B HL/ SL	History HL / SL	DT HL/SL	Math Application and Interpretations HL/ SL	Visual Arts HL/SL
BTEC Travel and Tourism (CP Only)	Spanish Ab Initio SL	Information and Technology in Global Society HL / SL	Sports Science HL/SL		
	Arabic B HL/SL	Geography HL / SL	Physics HL / SL		
	French Ab Initio SL	Economics HL / SL	Chemistry HL / SL		
	Spanish B HL/SL	BTEC Business (CP Only)	Computer Science HL/SL		
		BTEC Travel and Tourism (CP Only)	BTEC Travel and Tourism (CP Only)		
			BTEC Business (CP Only)		

Approaches to Teaching and Learning

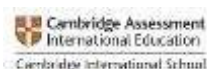
Teaching the same six approaches underpin teaching in the DIS IB programme. The approaches are designed to give teachers the flexibility to choose specific strategies to employ that best reflect our school's context and the needs of our students.

In the DIS IB programme, teaching is:

- Based on inquiry
- Focused on conceptual understanding
- Developed in local and global contexts
- Focused on effective teamwork and collaboration
- Differentiated to meet the needs of all learners
- Informed by assessment

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The DIS IB focus on approaches to learning are grounded in the belief that learning how to learn is fundamental to a student's education. The five categories of interrelated skills aim to empower IB students of all ages to become self-regulated learners who know how to ask good questions, set effective goals, pursue their aspirations and have the determination to achieve them.

The five categories are:

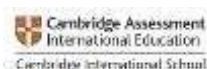
- Thinking skills, including areas such as critical thinking, creative thinking and ethical thinking.
- Research skills, including skills such as comparing, contrasting, validating and prioritizing information.
- Communication skills, including skills such as written and oral communication, effective listening, and formulating arguments.
- Social skills, including areas such as forming and maintaining positive relationships, listening skills, and conflict resolution.
- Self-management skills, including both organizational skills, such as managing time and tasks, and affective skills, such as managing state of mind and motivation.

IB Learner Profile

The IB learner profile describes a broad range of human capacities and responsibilities that go beyond academic success. They imply a commitment to help all members of the school community learn to respect themselves, others and the world around them. At DIS, we are committed to the development of students according to the IB learner profile.

Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance
Thinkers	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively-, listening carefully to the perspectives of other individuals and groups
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences
Open-minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience <i>"Forever learning, forever achieving"</i>

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Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us
Risk-takers	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change
Balanced	We understand the importance of balancing different aspects of our lives-intellectual, physical, and emotional-to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development

How students will learn this year in Key Stage 5

As a result of the extensive facilities at DIS, we are in a rare position to be able to have all students in school, all the time, and throughout the term. At Key Stage 5 we will be offering all parents the choice of two learning models: - onsite learning and distance learning from home.

In order to meet the needs of all our learners and the context of every DIS family, we are organising our learning via three distinct groups.

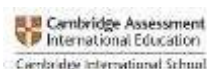
Group 1 – Face to face learning, where the student is in the classroom interacting with the teacher.

Group 2 – Onsite online learning, where the student is accessing the face to face learning in the classroom via Teams from the MPH. This will only apply to students where the class size exceeds the maximum limit allowed in the classroom. Student will be able to access the audio and visuals from the lesson and ask questions through the Teams platforms.

Group 3 – Home based online learning, where the student is accessing the face to face learning in the classroom via Teams. Student will be able to access the audio and visuals from the lesson and ask questions through the Teams platforms

Key Stage 5 Teaching and Learning Platforms: *“Forever learning, forever achieving”*

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Teams:

All face to face teaching will be delivered through Microsoft Teams.

Managebac:

Managebac is the leading management system globally for the IB. It is designed for the modern IB programme. The management system allows teachers, students and parents to effectively track student progress through the IB programme. Managebac is used for student communication, setting of deadlines, sharing of resources, student submissions of coursework and teacher marking and feedback. Each parent will have Managebac access where they can track student messages and upcoming deadlines.

The screenshot displays the Managebac interface for an IB Class of 2021 (IB2). The main area shows a calendar for March 2020 with various events and deadlines. The left sidebar contains navigation options like Dashboard, Homework, and Curriculum. The right sidebar has filters for Exams, CAS, and Theory of Knowledge.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 Oral Test	2 8:55AM Homework	3 8TEC Unit 10.1	4 8:40AM Data Mining	5 2PM Listening Strategies review	6	7
8 9:45AM Probability and probably more	9 9:35AM A Doll's House PPT Act 1 Page 27-37 Nora's Secret revealed	10 1PM Writing and Listening Test	11 9AM Homework Past Paper Question	12 2:45PM Reading test	13	14
15 9:55AM Differentiation HW + more	16 10:30AM A Doll's House Two PEA paragraphs	17 3PM French Ab initio Reading and Listening assessments	18 10:20AM Torval Analysis Act One PPT	19 4:05PM speaking assessment catch up if necessary.	20	21
22 10:20AM Speaking Examination	23 8:55AM Revision Paper	24 7AM Epreuve 2 - Compréhension écrite	25 9AM Language Paper 1 Exam In-Class	26	27	28
29 12:05PM Combined	30 9AM IA draft hand in	31 9AM Read Act 3 of The				

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Examinations:

The Examinations and What They Mean:

IB subjects are graded from 1 – 7. Below are sample descriptors that differentiate between the different grade for Group 3 Individual and Societies subjects.

Grade 7 Demonstrates: conceptual awareness, insight, and knowledge and understanding which are evident in the skills of critical thinking; a high level of ability to provide answers which are fully developed, structured in a logical and coherent manner and illustrated with appropriate examples; a precise use of terminology which is specific to the subject; familiarity with the literature of the subject; the ability to analyse and evaluate evidence and to synthesize knowledge and concepts; awareness of alternative points of view and subjective and ideological biases, and the ability to come to reasonable, albeit tentative, conclusions; consistent evidence of critical reflective thinking; a high level of proficiency in analysing and evaluating data or problem solving.

Grade 6 Demonstrates: detailed knowledge and understanding; answers which are coherent, logically structured and well developed; consistent use of appropriate terminology; an ability to analyse, evaluate and synthesize knowledge and concepts; knowledge of relevant research, theories and issues, and awareness of different perspectives and contexts from which these have been developed; consistent evidence of critical thinking; an ability to analyse and evaluate data or to solve problems competently.

Grade 5 Demonstrates: a sound knowledge and understanding of the subject using subject-specific terminology; answers which are logically structured and coherent but not fully developed; an ability to provide competent answers with some attempt to integrate knowledge and concepts; a tendency to be more descriptive than evaluative (although some ability is demonstrated to present and develop contrasting points of view); some evidence of critical thinking; an ability to analyse and evaluate data or to solve problems.

Grade 4 Demonstrates: a secure knowledge and understanding of the subject going beyond the mere citing of isolated, fragmentary, irrelevant or “common sense” points; some ability to structure answers but with insufficient clarity and possibly some repetition; an ability to express knowledge and understanding in terminology specific to the subject; some understanding of the way facts or ideas may be related and embodied in principles and concepts; some ability to develop ideas and substantiate assertions; use of knowledge and understanding which is more descriptive than

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analytical; some ability to compensate for gaps in knowledge and understanding through rudimentary application or evaluation of that knowledge; an ability to interpret data or to solve problems and some ability to engage in analysis and evaluation.

Grade 3 Demonstrates: some knowledge and understanding of the subject; a basic sense of structure that is not sustained throughout the answers; a basic use of terminology appropriate to the subject; some ability to establish links between facts or ideas; some ability to comprehend data or to solve problems.

Grade 2 Demonstrates: a limited knowledge and understanding of the subject; some sense of structure in the answers; a limited use of terminology appropriate to the subject; a limited ability to establish links between facts or ideas; a basic ability to comprehend data or to solve problems.

Grade 1 Demonstrates: very limited knowledge and understanding of the subject; almost no organizational structure in the answers; inappropriate or inadequate use of terminology; a limited ability to comprehend data or to solve problems.

IB Diploma Core

The IB Diploma core contributes 3 points to a student's total points score. The points achieved are based on students' performance in Theory of Knowledge and Extended Essay. Each component is graded A-E. The matrix below indicates the points achieved for each grade combination.

The diploma points matrix

May 2015 onwards

		Theory of knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended essay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

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Conditions for the Awarding of the IB Diploma

Students can achieve up to 42 points in the IBDP for completing their 6 subjects at a Level 7. In addition, a maximum of 3 Core points may be gained from a candidate's combined Extended Essay and Theory of Knowledge grades. 45 points is the maximum number of possible points to be obtained for the IB Diploma. A candidate must gain a minimum of 24 points in order to be awarded the IB Diploma. However, there are some restrictions on the way in which these points are achieved. At least 12 points will need to be attained in the HL courses. At least 9 points will need to be attained in the SL courses. Student's cannot achieve a failing grade on either the Extended Essay or TOK course and must complete CAS requirements. A higher-level subject requires a minimum of 240 hours of classroom study whereas a standard level subject requires 150 hours of classroom study.

Conditions for the Awarding of the IB Career-Related Programme

The IBCP framework allows students to specialise in, and focus on, a career-related pathway. The programme's three-part framework comprises the study of three Diploma Programme courses alongside career-related studies and the distinctive IBCP core which is designed to create a bridge that connects each student's chosen Diploma Programme courses and career-related studies. For IBCP students, they must achieve a minimum level three in each of their Diploma course subjects. For their BTEC Level 3 Diploma, student must achieve a passing grade. In addition, student must complete the core aspects of Personal and Professional Skills, Service Learning, Language Development. Student's cannot achieve a failing grade in the Reflective Project.

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Parent Communication

We are strongly committed to working in a meaningful and positive partnership with parents to support the best possible education for all our students. It's important that both parents and students are actively engaged, and parents are informed on what their child is learning. To support parents and students, you will receive a fortnightly update on what and how your child will be learning in each subject for the two weeks ahead. This allows both you and your child to plan and prepare two weeks in advance.

Year Group
Fortnight Ahead
Term 1 Week 1 and 2



The following document outlines the learning for your child in the next two weeks. It displays **what** and **how** learning will take place (Outline of the learning), **what** students are aiming to achieve (Learning outcome), **where** to find the resources to be successful (Resources) and **how** students can extend their learning (homework). We are strongly committed to working in a meaningful and positive partnership with parents to support the best possible education for all our students. The purpose of this document is to allow parents to actively engage in their child's learning, whilst also allowing both parents and students to plan and prepare in advance of their learning that will take place in classroom or online. We hope you find this document helpful as we launch our blended learning programme. If you have any suggestions to make this document more useful for parents, please let us know. You will also receive separate bulletins for your English, Maths and Science Teachers, who will give you a lesson by lesson guide of what will be taking place.

	Outline of the Learning taking place	Learning Outcome(s)	Resources	Homework
Arabic A				
Islamic A				

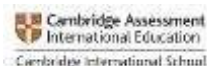
Parents receive further information throughout the school year via the ISAMS Parent Portal, Head of School bi-weekly newsletters and a host of social media celebrations. We also offer a wide range of parent events and we are actively championed and supported by DISPA (Deira International School Parent Association.) During the course of the year we will also host Parent Consultation Conferences to celebrate student achievement.

ISAMS Parent Portal is our secure parent website that can only be accessed by enrolled parents, and a unique username will be issued to parents. ISAMS Parent Portal is a source of a lot of useful information to keep you up to date with communication from the school. ISAMS Parent Portal can also be downloaded as an application.

Parents can register at <https://iparents.disdubai.ae>.

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Key Stage 5 Grading and Reporting

Minimum Expected Grades

What is a minimum expected grade?

Minimum expected grades give students a target to exceed and is intended to inspire and motivate students. Undoubtedly, students need a target to work towards and, bearing this in mind, students, parents and teachers will clearly know what they are aiming towards.

Students' progress beyond their minimum expected grades are closely monitored and support is given by subject teachers and form tutors. Students who are identified of underperformance will be carefully tracked and a mentoring programme may be put in place.

How do we set minimum expected grades?

The standardised assessment test for our IB students is CEM IBE. The Center for Evaluating and Monitoring (CEM) [CEM IB test](#) is designed for schools and colleges following the IB Diploma programme. This test, combined with IGCSE results provides each teacher with a minimum expected grade (MEG) per student, per subject. The minimum expected grades are internationally and national recognised as the benchmark to which we can assess student progress.

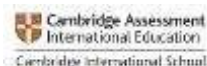


Intervention

During IB at Deira International School, staff will regularly provide a range of intervention strategies to help improve student performance. These strategies often include after school sessions, break-fast clubs and break/ lunch time activities. Students are advised to attend these activities on a regular basis, especially in the run up to exam periods. As a result of monitoring, students may be requested to attend intervention sessions by the Key Stage leader.

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Reporting

How we report student achievement?

Throughout the year we will measure student achievement through attainment, attitude to learning and attendance and punctuality. Please see the below which gives a breakdown of what these terms mean and how they will be measured.

Attainment

Attainment is measure of a child's achievement in school which compares every child to a standardised expectation for their age level, regardless of individual starting points. When measuring attainment, the IB use a numeric system from 1-7. The below table allows you to see how attainment looks from Year 7 through to the IB Curriculum.

On Track For				
Attainment	Year 7-9 (9-1)	Year 10-11 IGCSE (A*-G)	Year 10-11 I/GCSE (9-1)	IB1-IB2 IB (7-1)
Above Expected	9		9	7
	8	A*	8	
	7	A	7	6
	6	B	6	5
At Expected	5		5	
	4	C	4	4
Below Expected	3	D	3	3
	2	E	2	
	1	F	1	2
		G		
		U	U	1

Progress

Progress is the different between a student's on track for attainment grade and their minimum expect grade.

Subject	Minimum Expected Grade	On Track For	Progress
English	5	6	Above Expected
French	5	5	Expected
Chemistry	6	5	Below Expected

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Attendance and Punctuality

On each report parents will receive a percentage for their child's attendance up until that date along with the number of times they have been late. Please refer to the attendance section of this handbook for further details.

Attitude to Learning

When reporting on the 'Attitude to Learning', the following criteria is considered by teachers. Whichever category the majority of the student's behaviour's fit into, should be the value which is awarded.

	Classwork	Homework	Participation in Class	Personal Organisation
Outstanding	Completes all work to a high standard, independently and goes above and beyond	Completes all homework set on time and to a high standard and completes extra work	Enthusiastic and regularly volunteers and contributes to class discussions	Always brings equipment, is punctual, organized, and is always ready to learn
Well Developed	Completes all work to a high standard and is able to work independently	Completes all homework set on time and to a high standard	Joins in class discussions and answers questions	Brings correct equipment, is punctual and organised most of the time
Developed	Usually completes tasks set to a satisfactory standard and is starting to work independently	Usually completes homework on time and to a satisfactory standard	Sometimes joins in class discussion and answers questions	Sometimes brings correct equipment and can sometimes be late to class
Emerging	Tasks not often completed to a satisfactory standard and struggles to work independently	Homework is below expected standard and deadline is not often met	Avoids answering questions and joining in discussions	Rarely brings in correct equipment, can be disorganised and should work on punctuality

Sample report

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A student report at KS5 will report the teacher, level, attitude to learning and on track for grade for each subject.

Subject	Teacher	Level	Attitude to Learning	On track for
Theory of Knowledge	<i>B El Deiry</i>		Outstanding	A
Extended Essay	<i>S Ledgerwood</i>		Outstanding	A
Economics	<i>B Cleary</i>	HL	Outstanding	7
Psychology	<i>R Quinton</i>	HL	Outstanding	7
Mathematics	<i>N Bloom</i>	SL	Outstanding	7
Physics	<i>H Mohyuddin</i>	SL	Outstanding	7
English A: Literature	<i>S Ledgerwood</i>	HL	Outstanding	7
Arabic B	<i>S Elsorougy</i>	SL	Outstanding	7
			Points Score	45
Attendance			100%	

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Reporting Schedule

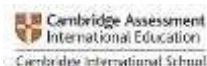
At Deira International School we understand the importance of regular monitoring of student progress. At DIS, we use an 'on track for' reporting grade for attainment, therefore the report grade received by students is a reflection of the grade they expect students to achieve in the May IB examination in Year 13. Every student will receive an effort and achievement grade at three periods each academic year. In addition to this, students will sit an end of year examination at the end of Year 12 and a mock examination half-way through year 13.

Year 12	
Date	Grade Reported
September	Tutor Report
December	End of Term 1 Report Grade
March	End of Term 2 Report Grade
June	End of Term 3 Report Grade and EOY Examination Grade

Year 13	
Date	Grade Reported
September	Examination Week Grades
October	Half Term Report
December	End of Term 1 Report Grade
January	Mock Examination Report
February	Half Term Report
March	End of Term 2 Report Grade and Written Report

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Key Stage 5 (IB) School Timings

Please note that Year 12 students only will return to school on the 30th of August for an IB induction day. Year 13 students will return on the 1st of September.

Our school day timings from Sunday to Thursday are as follows:

School Arrival	
Oryx:	7.20 -7.30am
Tahr	7.30 - 7.40am
Saluki	7.40 – 7.50am
Falcon	7.50 – 8.00am

Key Stage 5 (IB) School Day: 8am to 15:30 pm

8:00am	All students should be in school
08:10 - 08:55	Lesson 1
08:55 - 09:40	Lesson 2
09:40 - 10:00	Break
10:00 - 10:45	Lesson 3
10:45 - 11:30	Lesson 4
11:30 - 12:15	Lesson 5
12:15 - 13:05	Lunch
13:05 – 13:55	Lesson 6
13:55 - 14:45	Lesson 7
14:45 – 15:30	Lesson 8 / Intervention

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Students will not be allowed to enter the school building until 7.20am. Parents are not allowed in the building, they are only allowed to drop students off or pick students up unless there is a prior arrangement or appointment made with a member of staff.

If a student for some reason requires to leave the school site during the day they are not allowed to return to school, however once home they must continue with their blended learning.

When arriving on site students are to enter the school building via two designated entrances. At these entrances there will be thermal imaging cameras to check temperature and ensure that all students are wearing their face mask. From here, students must go directly to their period 1 lesson.

Break and lunch times

To minimise the risk of infection we have decided that all students will stay in their classrooms for break times and to eat lunch. If students have bought a lunch from the school canteen, they will be allowed to collect it at a designated time.

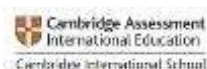
The cafeteria will be using the new safety protocols required by the Municipality. This means parents will have the option to select, order and pay for a meal plan for their child via the Abela online portal. Students can collect the order from a collection point in the cafeteria. There will also be a selection of pre-packed food for sale, this can be purchased using the cashless system on the student ID which parents can top up from the Abela portal.

End of the day

To facilitate an orderly finish and exit we have decided to implement a staggered finish, where year groups will leave at designated times. The multi-purpose hall will be staffed and available for students to wait for siblings who may have lessons or after school activities until 3:30pm. Once learning has finished (except for waiting siblings) students must leave the school site.

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Attendance

Every Day Matters

Keeping students in education is vital for their success at school and in later life. Research tells us that student attendance, along with effective teaching, has the greatest influence on student engagement and achievement. The fewer days that students are at school, the less chance they have of achieving. Missing school isn't just about missing learning, it's also about all the opportunities that are missed – every day matters.



At Deira International School, we encourage students to attend school as much as possible and educate students on how missing a day 'here and there' can influence final grades. Poor school attendance can also result in the following issues;

- Students fall behind in their work
- Can lead to a decrease in motivation levels
- Can affect their enjoyment of learning
- Can affect their desire to attend school regularly
- Can affect their confidence in school
- Can mean they miss out on the social life of school and extra-curricular opportunities and experiences

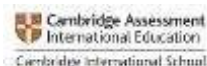
Punctuality

We expect students to arrive punctually at school and we place great importance on developing punctuality as a sign of respect towards others in the community. Persistent lateness will be followed up by the senior leadership team and where needed, the school Head Teacher. We understand that there may be infrequent situations when you are unavoidably delayed if this is the case, please call the school by 7.40am to inform our reception team of your child's lateness.

If your child arrives after 8am he/she must go to the Reception desk to collect a 'late slip' before going to join his/her class. This ensures that the Reception Team marks the child as 'present' in the Register so that we always know how many students are on site in case of an emergency. If the child arrives at class and does not have this 'Late Slip' from Reception, the teacher will ask him or her to return to Reception to collect one; this ensures all students are accounted for.

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Operational Information

IB Student Uniform Policy 2020-2021

School Policy:

IB Students are expected to dress according to the IB uniform and be presentable at all times.

1. All students must comply to dress code as outlined below unless they are given permission otherwise by the IB Coordinator.
2. Students will be given a verbal reminder by their Tutor in the first instance, and then Heads of Year in the second instance, if he/she does not adhere to the school policy.
3. If any further non-compliance continues, a written warning will be issued by IB Coordinator and will be recorded in the student's records.
4. Any further non-compliance to the school policy may result in the student's termination.

Male students:

- A tailored shirt must be worn and should be long or short sleeved and worn with a neck tie, no bow ties. (only white under shirts allowed). Any colour is permitted but no bright garish colours. Patterned shirts are not acceptable.
- Trousers must be tailored and should be navy blue, grey or black.
- No explicitly branded jumpers.
- No hoodies permitted (knitted/wool cardigans and jumpers only).
- No denim (any colour; **including black**).



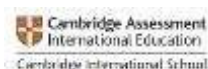
Footwear

- No flip flops or plastic beach footwear permitted in school.
- Smart **black** or **brown** leather dress shoes only (No trainers, TOMS, Pumps, Converse or Biker boots)



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Female students:

- No denim (any colour; **including black**).
- No hoodies permitted (knitted/wool cardigans and jumper only)
- No chokers

Ladies tops

- A tailored shirt must be worn and should be long or short sleeved. Any colour is permitted but no bright garish colours. Patterned shirts are not acceptable. No blouses.
- No explicitly branded jumpers.



Skirts

- *Should be navy blue, black or grey*
- Hemline should sit on the knee when seated.
- Small slits/kick pleats permitted.
- Pencil skirts should not be figure hugging.
- No tight-fitting skirts and no bodycons.

Trousers

- Tailored trousers to be worn in either navy blue, grey or black.
- No tight fitting or untailored trousers.



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Footwear

- No flip flops or plastic beach footwear permitted in school.
- No wedges or open closed shoes / sandals
- Comfortable **black, brown, nude or grey** leather dress shoes only shoes are recommended. (No trainers, TOMS, Pumps, Converse, Biker boots)



Make up and jewellery

- Make up is permitted, but should be subtle. Colours should be neutral.
- Excessive eye make-up, unnaturally heavy mascara, brightly coloured or overly glossy lipstick are not permissible and girls will be asked to remove make up, on the day, at the discretion of any member of staff.
- A small pair of ear studs are permitted. (No large hoops)
- Multiple earrings are not permitted. Nose studs and piercing in other parts of the body are not permitted.
- Items of religious significance may be worn with the prior written permission of the Head of Year only, following written parental request.
- IB students are allowed to wear a discreet necklace, one bracelet and one ring (this applies to both male and female students)
- IB Girls may have clear polish, pastels, or French manicure only.
- Tattoos should not be visible.

Hair

- Any artificial change in hair colour should have a natural appearance.

Uniform Infraction Policy:

- **First infraction;** tutor verbal warning
- **Second infraction;** behavior infraction formally recorded
- **Third infraction;** behavior infraction formally recorded and email to parents
- **Fourth infraction;** exclusion from lessons

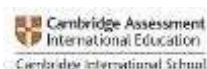
Sports - Team Kit for A Teams ONLY

Commencing 2020/20221 academic year, the DIS 'A Teams' must purchase the *new* DIS Team Kit. Our Team Kit is supplied by J20 Sports - a British owned company and the Middle East distributor for Samurai Sportswear who produce custom made teamwear for schools, clubs and universities.

The DIS team kit is shown on the J20 website and will be in stock and available for immediate dispatch, except the items listed below which are NOT in stock and only available to pre order:

<https://j20sports.com/schools>

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Equipment

To ensure the health and safety of students and the continuation of effective learning the following equipment must be brought into school on a daily basis.

Sanitization list

- Face Masks (at least three)
- Hand sanitization
- Wipes
- Gloves (Optional)

Equipment list

- School Bag
- Mobile learning device (fully charged) - *see below for specification
- Charger for mobile learning device
- Earphones/earpods
- Large water bottle

Pencil Case

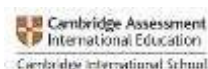
- Pens
- Pencil/ Rubber
- Ruler/ Sharpener
- Highlighters
- Maths Equipment (Calculator/ Compass/ Protractor)

For students to engage in Art lessons they will need to following equipment:

- Pack of coloured pencils
- Felt tip pens
- Water colour palette
- Black Fine liner
- Black Marker
- Drawing pencil

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- Sharpener
- Eraser
- Paint brushes
- Water pot
- Glue stick
- Scissors
- Other glue if possible

All devices must:

- Have a camera
- Have a keyboard (attached or detachable)
- Be fully compatible with Office 365 Apps

In order to use the device to its full educational potential, it is highly recommended that:

- A stylus is provided for tablets for writing and drawing (digital inking)
- There is both a front and rear camera for taking photos
- The device runs Windows 10

We highly recommend avoidance of iPad mini's and iPad's because these devices have a very limited functionality on Class Notebook.

One of the significant changes this year is that most of the work will be administered and recorded online using Office 365 e.g. Teams etc. Therefore, it is imperative that a learning device is fully charged and brought into school every day. Students will have an exercise book for taking notes, but this will be one book across all subjects to minimise the chance of infection.

Mobile Phones

Mobile phones are allowed in school, but they must be turned off and in bags throughout the school day. Teachers may allow students to use mobile phones in the lesson for educational purposes if it is appropriate. This will be communicated well in advance.

Mobile phones are not to be used on the school site.

Common Room Policy

The IB common room will remain closed until further notice

The common room is only available to IB students **before school, break, lunch and after school**

Punctuality

- Make your way to class at least 5 minutes before the next lesson is due to begin
- Break and lunch timings: all students should have left the common room by break 09:55, lunch 13:00

Housekeeping

- No social media at any time
- Wash your own plates/cutlery, dry and put away
- Put rubbish in bins
- Keep feet off furniture
- Do not sit on the floor
- Do not sit on the arms of the sofas
- No lying on sofas
- All bags to be left in lockers at all times
- No takeaway cafeteria food
- Maintain a polite noise level
- No pushing/shoving
- Clear all food from the fridge at the end of each day

Social behaviour and cultural sensitivity

- Ensure appropriate language is used
- No public displays of affection

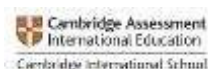
Monitoring and ownership

- Students will have the responsibility to monitor the common room policy. Schedule will be made available.

Individuals who are not maintaining the required standards will lose the privilege of the use of the common room.

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Study Room Policy

The IB study room will remain closed until further notice

If an IB student has a non-teaching period on their timetable, they are required to be present in the IB study room. This is a mandatory requirement. The IB study room is located in U13.

Please see the following expectation in relation to behaviour and ethic in the study room

- The study room is a silent area
- No group study is permitted
- No food is permitted
- No mobile phones
- No social media

References and Predicted Grades

All IB students will require teacher and/or IB Coordinator references letters and predicted grades for university applications. These are key factors in students receiving university offers. From Day 1 in Year 12, student attendance, behaviour and engagement with the programme will influence school references. The personal standards set by students on a daily basis both inside and outside the classroom contribute towards both two components.

IB Signing out of School Procedure

Step 1: Notification – 24-hour notice

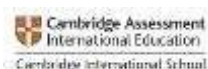
Notification must be sent 24 hours before your departure by your parent/guardian via e-mail to– Mr. Egan or Miss Wood. degan@disdubai.ae kwood@disdubai.ae

Mr Egan/Miss Wood will prepare a signing out slip for you and give it to you or your tutor during registration. Students should avoid making this request unless absolutely necessary, as an IB student every effort should be to remain in school, attend all lessons and make appointments after 3pm.

Authorised	Unauthorised
<ul style="list-style-type: none">• Approved medical appointments• Approved dental appointments• 1st Driving test• Visa/passport renewals• Emergencies (24-hour can be waived)	<ul style="list-style-type: none">• Non-emergency medical appointments• Non-emergency dental appointments• Driving lessons/repeat driving tests• Leaving school at break/lunchtime• Study periods

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Step 2: Teacher/HOD Approval

It is your responsibility to find the teacher/s of the lesson/s you will miss due to requesting to leave early and get each signature. (Students must do this in their own time during Break or Lunchtime)

The student is responsible for catching up on missed work and permission will not be granted if work is due, a test has been scheduled or at the discretion of the teacher/HOD.

Step 3: Authorised Departure

In the event the request is approved you are to bring the slip to a member of the IB Team and gain a final signature to gain departure. (Mr Egan, Miss Wood or Mr Cleary)

Step 4: Secondary Office Sign out

Sign out in the secondary reception

Academic Integrity:

The IB programme encourages students to be inquiring, to think critically and to discuss and challenge the ideas of others. Students are then required to shape their own thoughts and ideas through a variety of forms, such as presentations, discussions, images and a variety of written forms. It is therefore, important, in any work completed, that we acknowledge these ideas and give credit where it is due. IB defines **Academic Misconduct** as a behaviour (whether deliberate or negligent) that results in, or may result in, the student or any other student gaining an unfair advantage (or that disadvantages other students) in one or more assessment components.

Breaches to IB regulations. Plagiarism, collusion and cheating are serious offenses and will be reported as misconduct.

***Plagiarism** is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without appropriate, clear and explicit acknowledgment.

***Collusion** supporting malpractice by another student, for example, allowing your work to be copied.

***Cheating:**

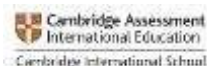
*Taking unauthorised material into an examination room

*Stealing examination materials

*Disruptive behaviour during an examination

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*Disclosure of information about the content of an examination paper within 24 hours after a written examination

*Duplication of work: presenting the same work for a different assessment.

The following are examples of plagiarism, collusion and cheating:

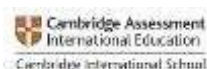
- Copying another person's assignment or allowing someone else to copy your assignment
- Substituting synonyms for another person's word choices or restating someone else's ideas in your own words without crediting the source
- Handing in another person's work as your own
- Dividing questions on an individual assignment so that several students answer a portion of the assignment, permitting each other to copy answers. Although group work and cooperative learning are often encouraged, individual assignments must remain the work of the individual student. **Always ask your teacher if an assignment may be completed with others. Do not assume it is allowed**
- Copying sentences, phrases, paragraphs, or pages from books, web sites, or other sources **without providing documentation.** Writing should be either original or attributed
- Using intellectual property (pictures, graphs, diagrams, quotes, books, films, music recordings, television, or any other media) without proper citations
- Taking answers from another student's quiz or test paper, using a crib/cheat sheet or sharing answers during a testing situation
- Falsifying data, conclusions, and answers and presenting them as fact
- Stealing, taking images of assessments
- Discussing examination questions in any manner with students who have yet to take the examination.

The IB community at DIS is committed to producing principled students as defined by the IB Learner Profile. There is zero tolerance for misconduct.

“Principled: act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They will take responsibility for their own actions and the consequences that accompany them.” International Baccalaureate 2017

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Responsibility of the IB Coordinator

- Provide teachers, students and parents with the most up-to-date IB publications in regards to Academic Honesty policies.

Responsibility of the IB Teachers

- Provide students with clear expectations for assignments. i.e. students should assume a given assignment is their own original work unless other specific criteria is set by the teacher
- Provide students with clear expectations for assignments that do allow for collaborative work
- Provide students with clear guidelines as to the range of permissible resources used on a particular assignment
- Provide students with ongoing support on the requirements for citing and acknowledging original authorship
- Correctly reference all materials shared with students.

Responsibility of the IB Student and supported by the Parent

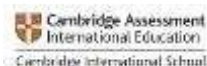
- Follow ethical academic behaviour as defined by the DIS academic Policy
- Use appropriate reference and citation style as instructed
- strive to emulate and apply the qualities of a learner as depicted in the IB Learner Profile
- Follow all DIS guidelines for homework, make-up work, and behaviour as described in the DIS Student Handbook.
- Maintain individual expected grades and follow any intervention guidelines. If grades do not improve, the student's participation in the IBDP will be reevaluated
- Fulfill all IB Diploma requirements, if committed as a full IB Diploma Candidate
- Read the Academic Integrity Policy in full on the IB website with his or her parent/guardian

Disciplinary consequences for breach of Academic Honesty Policy are as follows:

- Upon the first incident of suspected breach of the Academic Integrity Policy, the teacher will notify the parents and the IB Coordinator
- After examining the evidence and noting the seriousness of the violation, the IB Coordinator and teacher will meet with the parties involved and will proceed in one of two ways based on the severity/nature of the violation:

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An IB Student

Expectations:

Hard-working students who are organized, conscientious, and open minded will find success in IB classes. IB programmes work best for curious students who self-identify as thinkers. Students should want to be a member of a learning community and should know that asking for help is essential for learning.

A student who decides to participate in the IB program can expect to:

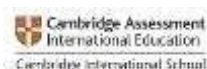
- work very hard.
- learn to learn, emphasizing process over content.
- consider the real-world applications of knowledge.
- demonstrate responsibility and self-discipline.
- learn from fellow students as well as teachers.
- consider issues of global significance.
- question assumptions about knowledge and about the world.

A student entering the IB Programme makes a commitment to the following standards:

1. Arrive with an open mind.
2. Become a lifelong learner.
3. Be principled with deadlines, attendance and punctuality.
4. Become a reflective learner.
5. Be an active learner
6. Engage in critical thinking, an exercise that develops analytical reasoning.
7. Value the importance of personal integrity and academic integrity
8. Learn to care about people and the world in which we live

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Mrs Ayaz –Director of University and Careers Counselling

University Mentor

University Mentor

University Mentor

University Mentors

Mr Cleary

Mrs Masand

Mrs Thomasson

Application Support

- Application Support (All Destinations)
- Elite Uni Application Support
- University Shortlisting Support
- The College Essay & Writing Support
- Personal statements
- Scholarship application support
- Transcripts
- References
- Predicted Grades
- University Readiness Workshops
- Mock Interviews and Interview Preparation

Test Preparation Guidance

- SAT I, SAT II, ACT,
- TOEFL & IELTS
- UCAT
- BMAT
- LNAT
- EMSAT (UAE)

University Mentoring

Career Planning

- Psychometric Testing
- Personality testing
- Job fairs
- CV writing

Summer Programmes

- International
- Online
- Campus tours

Internships

- Al Futtaim Internships
- UAE Internships
- Online Internships

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