



مدرسة ديرة الدولية
DEIRA INTERNATIONAL SCHOOL
FESTIVAL CITY

—
 Al-Futtaim Education Foundation



KS5 (IB) Handbook 2022-23

“Forever learning, forever achieving”

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Table of Contents

Welcome	3
IB Team 2022/2023	4
Pastoral Team	5
DIS Vison, Mission and Values.....	7
DIS Core Values and Social Norms	8
Key stage 5 Curriculum	10
Approaches to Teaching and Learning	12
IB Learner Profile	13
Conditions for the Awarding of the IB Diploma	14
Conditions for the Awarding of the IB Career-Related Programme	14
IB Diploma Core.....	15
IB Teaching and Learning Platforms.....	16
Managebac:	16
Key Stage 5 Grading and Reporting	17
Reporting periods	19
Reporting Schedule.....	20
School Timings and structure of the day.....	21
Absences	22
IB Signing out of School Procedure	23
Our Expectations	24
An IB Student Expectations:	25
Attendance.....	26
IB Student Uniform Policy 2021-2022	27
Equipment.....	31
IB Learning Hub.....	33
Academic Integrity:	35

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Welcome

I would like to take this opportunity to welcome both new and returning parents to Key Stage 5 (IB) 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. As we move through the year, you will be kept up to date on any key changes.

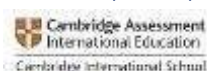
Your involvement throughout the year and in your child's education can make all the difference and I would like to thank you in advance for your support.

Yours Faithfully

Helen Wallis

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IB Team 2022/2023



Mrs. Helen Wallis
Head of IB and IBDP Coordinator



Ms. Kimberley Shaw
Head of IBCP (Careers Pathway)



Mr. David Keating
EE and Reflective Project Coordinator



Mr. George Stroud
Theory of Knowledge (TOK) Coordinator



Neale Blomley
Creative, Activity and Service (CAS) Coordinator



Mr Kevin Dupont
Head of University and Careers Counselling

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Pastoral Team



Miss. Joanne Forster
Y13 Year Learning Coordinator
jforster@disdubai.ae



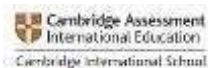
Miss. Jordan Rawlins
Y12 Year Learning Coordinator
jrawlins@disdubai.ae

Tutor groups

Year 12		Year 13	
Group	Tutor	Group	Tutor
12A	Rhiannon Quinton rquinton@disdubai.ae	13A	Nazia Mohyuddin nmohyuddin@disdubai.ae
12B	Robert Orr rorr@disdubai.ae	13B	Zenab Tambawala ztambawala@disdubai.ae
12C	Rahul Kumar rkumar@disdubai.ae	13C	Sara Pilley spilley@disdubai.ae
12D	Thomas Brazier tbrazier@disdubai.ae	13D	Gary Hembry ghembry@disdubai.ae
12E	Nathan Stanley nstanley@disdubai.ae	13E	Reka Simon rsimon@disdubai.ae
12F	George Stroud gstroud@disdubai.ae	13F	Usman Ali uali@disdubai.ae

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The role of a tutor

At DIS we believe that the role of the Tutor is important in the development of students throughout their school career. A Tutor's role is central in both caring for pupils and, crucially, monitoring their progress both academically and socially; encouraging excellence, respect, collaboration, integrity and the highest possible standards of work and behaviour. The Tutor should be active in the care, guidance and support of the 'whole child'.

Your child's tutor will act as your first point of contact throughout the academic year. If you have any issues or concerns, do e-mail your tutor in the first instance for support.

At DIS we expect the following from our Tutors

- To build strong relationships with students and their families
- To show a keen interest in all aspects of their school life and beyond
- To build and establish the DIS Way by supporting students to build positive habits and routines

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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:

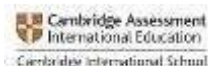
At DIS, Respect, Excellence, Collaboration and Integrity are the values we live by, that help us action our Vision and Mission. These are also the values of Al-Futtaim Group.

DIS Motto:

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DIS Core Values and Social Norms

We must have high expectations of everyone for them to be successful; we will support every student to meet our expectations. Whilst sometimes this may be challenging, we expect our students to live by our core values and DIS Social Norms 100% of the time, demonstrating the DIS Way. If they do this, their hard work will be acknowledged through our core values and learner attributes. Below are our core values and expectations. Students will develop positive habits around these key areas which allows them to thrive both academically and socially.

Respect for all

- At DIS we greet each other in a kind and caring manner with a smile on our faces.
- At DIS students refer to their teachers using Sir and Miss or using their surname.
- At DIS we believe in mutual respect – we value each other and their opinions.
- At DIS we actively listen when others are speaking. We never talk over another person.
- At DIS we communicate in a respectful and polite manner. This includes using please and thank you – good manners go a long way.
- At DIS we take pride in our school and our community. We never litter or damage school property.

Excellence in everything we do

- At DIS we are always on time to school and lessons. We work hard to exceed the DIS attendance target.
- At DIS we reflect, challenge and push ourselves each and everyday. We strive to give 100% effort to all we do.
- At DIS we accept that failure leads to success. We must be resilient and learn from our failures. We never give up.
- At DIS we are always well prepared for lessons and learning.
- At DIS our uniform is worn correctly with pride. We are all proud to be a part of the DIS community.

Integrity each and every day

- At DIS any form of bullying, intolerance or unacceptable behaviour is not tolerated and challenged by everyone. Positive behaviour should always be celebrated and rewarded.
- At DIS we do the right thing each and every day. Not because we have to, but because we want to.
- At DIS we take responsibility for our own actions and behaviour. We don't blame others and find excuses.
- At DIS we are all ambassadors of the school – this includes when the wider community.
- At DIS we demonstrate honesty regardless of the situation. We do this because we are principled people.
- At DIS we are true to our word. If you commit to something, you follow through with it to the best of your ability.

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Collaboration – we succeed together

- At DIS we embrace different cultures, backgrounds and values– we are a community that is inclusive and treats everyone equally.
- At DIS we are a community who helps, cares and supports each other – physically, emotionally, socially and academically.
- At DIS we show enthusiasm when celebrating the achievements of others. We achieve together and we fail together!
- At DIS we contribute to discussions, whilst allowing others to develop our ideas.
- When collaborating with others we are always respectful of their ideas.
- At DIS we all support each other to achieve our goals.

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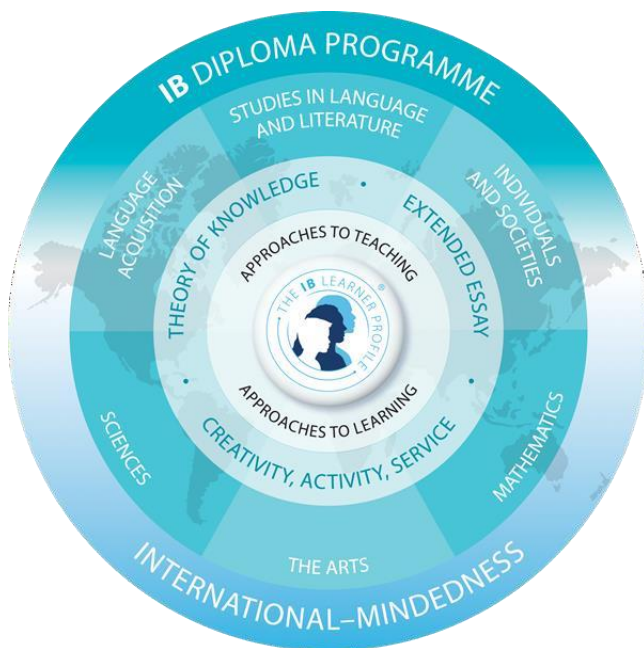
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Key stage 5 Curriculum

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 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, 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.

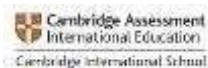


IB Diploma

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.

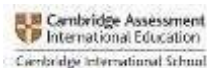


IB Career- Related Programme

IBCP students will study at least three IB subjects. 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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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

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

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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 through each and every lesson.

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>
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

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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. Students 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. Students cannot achieve a failing grade in the Reflective Project.

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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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IB Teaching and Learning Platforms

The Secondary School uses Go4Schools as a method for tracking assessment, homework, behaviour and attendance throughout the year. There is no specific data capture point where staff are required to input current grades, as this takes place throughout the year. Data is live and real-time, ensuring that a current working at grade is automatically updated and generated with the weighting of various assessments. Parents and students can access all information via the go4schools application.



Managebac:

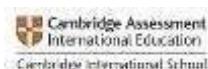
Managebac is the leading management system globally for the IB. It is designed for the modern IB programme. The management system allows teachers, students and parents to effectively track student progress through the IB programme. Managebac is used for student communication, setting of deadlines, sharing off 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 shows the Managebac interface for the IB Class of 2021 (IB2). The main view is a calendar for March 2020. The calendar is organized by day, with events listed in colored boxes. The events include:

- Monday, March 2nd:** 8:55AM Homework
- Tuesday, March 3rd:** BTEC Unit 10.1
- Wednesday, March 4th:** 6:40AM Data Mining, 2PM Listening Strategies review
- Thursday, March 5th:** 9:45AM Probability and probably more, 2:45PM Reading test
- Friday, March 6th:** 9:55AM Differentiation HW + more, 10:30AM A Doll's House PPT Act 1 Page 27-37 Nora's Secret revealed, 3PM French Ab Initio Reading and Listening assessments, 10:20AM Torval Analysis Act One PPT, 4:05PM speaking assessment catch up if necessary
- Saturday, March 7th:** 10:20AM Speaking Examination, 8:55AM Revision Paper, 7AM Epreuve 2 Compréhension écrite, 9AM Language Paper 1 Exam In-Class
- Sunday, March 8th:** 12:05PM Combined
- Monday, March 9th:** 9AM IA draft hand in
- Tuesday, March 10th:** 9AM Read Act 3 of The

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Key Stage 5 Grading and Reporting

Target setting

Target setting is important at DIS to ensure student progress is accelerated. Target setting should be used to motivate and aspire students to achieve the highest grade possible. Our philosophy believes that every student can achieve the very highest grades and that there should be NO ceiling on this. So that teachers are even more aspirational for their students, we set them an **Aspirational Target (ATG)**. The ATG is set using a range of indicators such as CAT, MEG and a teacher's professional judgment to give an indication to students of the grade they could really go for and achieve if they give it their all.

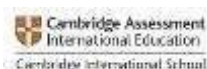
Grade Descriptors

Attainment Grades	Description
CWG – Currently Working at Grade	The grade the student is presently working at, based on accurately assessed work.
AG – Anticipatory Grade	This is the grade the teacher believes the student will get, based on their current performance. This is always a whole grade.
End of Year Grade	The Grade achieved at the end of the year. This is always a whole grade.
Mock	This is the full grade achieved in mock examinations. This is always a whole grade.

Target Grades	Description
ATG – Aspirational Target Grade	This is the grade the teacher believes the student could get if they worked to the best of their ability. It is based on prior attainment, what the teacher knows about the student and their professional judgement. This is always a whole grade.

Attainment Grade Descriptor								
The table below show grade equivalencies across qualifications. Expected attainment considered a recognised pass.								
Key Stage 3			Key Stage 4 - IGCSE		Key Stage 5 - IB		BTEC	
Year 7	Year 8	Year 9	Year 10 and 11		Year 12 and 13	Extended Essay and TOK	BTEC Level 1	BTEC Level 2/3
9	9	9	9					
8	8	8	8	A*				Distinction*
7	7	7	7	A	7	A		Distinction
6	6	6	6	B	6	B		Merit
5	5	5	5	C	5	C		Pass
4	4	4	4	C	4	D	Distinction	Working Towards
3	3	3	3	D	3	E	Merit	
2	2	2	2	E	2		Pass	
1	1	1	1	F/G	1		Working Towards	
U	U	U	U	U	U	U	U	U
Above Expected Attainment								
Expected Attainment								
*Attainment as defined by KHDA. As a school we expect our students to achieve significantly higher than expected attainment.								

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Students Attitude to Learning and Homework Grading

It is important to have accurate data on a student to find out where the student is underperforming or where they could improve. To support this, teachers can make a judgement on each student's attitude to learning and home learning throughout the year by adding this to the respective markbook in Go4schools. To ensure we have consistency across all subjects, the below definitions and descriptors should be referred to when making a judgement on a student.

Descriptors

Key	Descriptor
Attitude to Learning (ATL)	This is an overview grade of a student's attitude to their studies and lessons. It will also reflect how well the student is adhering to and developing the IB Learner Attributes.
Home Learning (Homework)	This is a grade that reflects the completion and quality of home learning. This is based on an average of all home learning completed across the whole term.

ATL Grade	Description
Outstanding*	A highly motivated and committed student with an outstanding attitude to learning.
Very good	A hard-working and committed student with a very good attitude to learning.
Good	A hard-working student with a good attitude to learning.
Satisfactory	A student working at a standard level with an acceptable attitude to learning.
Weak	A student who does not always participate effectively with an unsatisfactory attitude to learning.
Unacceptable	A student who is not motivated or committed and their attitude to learning is a cause for concern.
n/a	Not applicable for this subject – This should not be used unless approved by SLT and Data Manager

Home Learning	
Green**	Usually completed to above expected standards.
Amber	Usually completed to expected standards.
Red	Usually incomplete or below expected standards.
n/a	Not applicable for this subject – This should not be used unless approved by SLT and Data Manager


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.

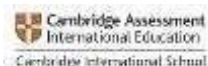
Reporting periods

At DIS we understand the importance of regular monitoring of students. Every student will receive an achievement report on attainment, progress, attitude to learning and attendance and punctuality 3 times each academic year. All students will receive a written report once per year for each subject

Sample report

Subject	Level	ATG	AG	Progress	Attitude to Learning (ATL)	Home Learning	Group teacher(s)
Arabic A	n/a	7	7	On target	Outstanding	Amber	Mr M El Hayek
Biology	HL	7	7	On target	Outstanding	Green	Ms H Smith, Ms L Henderson, Ms L Parsons
Chemistry	HL	6	5	Below target	Outstanding	Green	Mr A Ali, Mrs V Masand
English A: Lang & Lit	SL	6	6	On target	Outstanding	Green	Ms S Housley-Stott
French B	SL	6	6	On target	Outstanding	Green	Ms V Vogel
Islamic A	n/a	7	7	On target	Very good	Green	Mr Y Al Koud
Maths Analysis SL	SL	6	5	Below target	Outstanding	Green	Mr M Ali, Mr N Bloom, Ms K Fairman
Psychology	HL	7	7	On target	Outstanding	Green	Mrs N Mohyuddin, Mrs R Quinton
Report Key							
ATG	This is the grade the teacher believes the student could get if they worked to the best of their ability. It is based on prior attainment, what the teacher knows about the student and their professional judgement.						
AG	This is the grade the teacher believes the student will get based on their current performance.						
Attitude to Learning (ATL)	This is an overview grade of a student's attitude to their studies and lessons. It will also reflect how well the student is adhering to the IB Learner Profile.						
Home Learning	This is a grade that reflects the completion and quality of home learning. This is based on an average of all home learning completed across the whole term.						
Attitude to Learning (ATL)							
Outstanding	A highly motivated and committed student with an outstanding attitude to learning.						
Very good	A hard-working and committed student with a very good attitude to learning.						
Good	A hard-working student with a good attitude to learning.						
Satisfactory	A student working at a standard level with an acceptable attitude to learning.						
Weak	A student who does not always participate effectively with an unsatisfactory attitude to learning.						
Unacceptable	A student who is not motivated or committed and their attitude to learning is a cause for concern						
n/a	Not applicable for this subject						
Home Learning							
Green	Usually completed to above expected standards.						
Amber	Usually completed to expected standards.						
Red	Usually incomplete or below expected standards.						
n/a	Not applicable for this subject.						
Session Attendance Information					Behaviour Information		
Percentage attendance:	100.00%				Positive points:	365	
Attendance:	225				Negative points:	-2	
Authorised absences:	0				Current ranking:	2/94	
Unauthorised absences:	0						
Possible sessions:	225						

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Reporting Schedule

Year 12	
Date	Grade Reported
<i>December</i>	End of Term 1 Report Grade
<i>March</i>	End of Term 2 Report Grade
<i>June</i>	End of Term 3 Report Grade and EOY Examination Grade

Year 13	
Date	Grade Reported
<i>October</i>	Examination Week Grades
<i>December</i>	End of Term 1 Report Grade
<i>January</i>	Mock Examination Report
<i>March</i>	End of Term 2 Report Grade and Written Report

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School Timings and structure of the day

Mon , Wed, Thurs		
Period	Time	Duration
1	7:50 -8:50	1hr
2	8:50-9:50	1hr
Break	9:50-10:10	20mins
3	10:10 - 11:10	1hr
4	11:10- 12:10	1hr
Lunch	12:10-1:10	1hr
5	1:10-2:10	1hr
Reg	2:10-2:30	20mins
6	2:30-3:30	1hr

Tuesday		
Period	Time	Duration
1	7:50 -8:50	1hr
2	8:50-9:50	1hr
Break	9:50-10:10	20mins
3	10:10 - 11:10	1hr
4	11:10- 12:10	1hr
Lunch	12:10-12:50	40 mins
5	12:50 - 1:40	50 mins
6	1:40 - 2:30	50 mins

Friday		
Period	Time	Duration
1	7:50 - 8:35	45 mins
2	8:35 - 9:20	45 mins
3	9:20 - 10:05	45 mins
Break	10:05 - 10:20	15 mins
4	10:20 - 11:05	45 mins
5	11:05 - 11:50	45 mins

*****Please note the National Anthem will play at 7:48am, students should be in class by then to avoid being marked as late.**

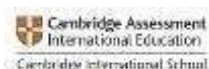
Registration

Students are late if they are not sat down in their first lesson by 7.45am. The national anthem starts at 7.48am.

Punctuality and lateness are recorded and monitored every lesson. It is essential that students are on time for school and each lesson to ensure they are safe and learning time is maximized. Arriving on time for school/lessons is rewarded regularly by the school and reported to parents annually.

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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 7.30am to inform our reception team of your child's lateness.

After 8am, only gate 1 will be open to enter the school site.

If your child arrives after 8am he/she must go to the Main 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.

Absences

Students are expected to be present throughout the year to fully participate in the academic programme. Extended holidays and vacations interrupt and impact the student educational progress and routine.

Sickness

If your child is unwell, please keep him/her at home until he/she is well enough to cope with a busy school day. This is particularly important to prevent the spread of any communicable disease and a good rest will speed up recovery.

If your child will be absent due for any reason please email sabsences@disdubai.ae explaining your child's illness/reason for absence.

If a student is absent for more than one day, a medical certificate should be emailed to sabsences@disdubai.ae. As part of our first response procedures, should you not have emailed us by the time we have taken registrations we will text/call you asking where your child is and why they are absent.

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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– Miss Rawlins or Miss Forster.

jrawlins@disdubai.ae jforster@disdubai.ae

Miss Rawlins/Miss Forster 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

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 (Miss Forster, Miss. Rawlins or Mrs Wallis).

Step 4: Secondary Office Sign out

Sign out in the secondary reception.

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Our Expectations

At Deira International School, we aim to create a culture of learning where students are happy, enthusiastic, motivated and ambitious. It is important to provide a secure, caring and stimulating environment for all students, and encourage mutual respect, support and collaboration between all adults and students.

AS A PARENT, I WILL:

- Support my child's academic and social development by following their progress at school, discussing what they are learning, and monitoring any homework as per school policy.
- Check the student planner weekly to ensure that my child is organised with current work and record any concerns or praise as appropriate.
- Attend Parent Teacher meetings to discuss progress and targets for improvement.
- Maintain the highest possible level of attendance for my child, with a minimum of 97% per term.
- Support the school's policies regarding attendance, uniform, equipment, homework and behaviour
- Attend and support school events, wherever possible.
- Ensure that school fees are paid on time.
- Ensure that my child arrives at school on time (at the latest 7.50am) and is picked up promptly at the end of the school day or after CCA's have finished.
- Ensure that I (or the adult collecting the child) wear the DIS parent visitor badge whilst on site.
- Ensure that all school fees are paid on time.

AS A STUDENT, I WILL:

- Maintain the highest possible level of attendance, with a minimum of 97% per term and be punctual to lessons.
- Bring all of the equipment I need for each day including a **charged digital device** for learning.
- Complete my class work, flipped learning and homework to the best of my ability.
- Share what I am learning with my parents at home and discuss any concerns.
- Follow the school's behaviour policy both in school and in the community.
- Be interested to learn about and respect other people's cultures, beliefs, customs, festivals, traditions and feelings.
 - Embody the DIS Core Values and be DIS.
 - Speak to a trusted adult if I am worried, unhappy or in difficulty for any reason.
 - Deliver any communication between my parents and school without delay.
 - Leave all personal valuables at home or take full responsibility for their safe-keeping if brought into school.

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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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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

95%	=	47 LESSONS MISSED EACH YEAR 8 days in total or 1 week and 3 days
90%	=	95 LESSONS MISSED EACH YEAR 16 days in total or 3 weeks and 1 day
85%	=	142 LESSONS MISSED EACH YEAR 24 days in total or 4 weeks and 4 days
80%	=	190 LESSONS MISSED EACH YEAR 32 days in total or 6 weeks and 2 days

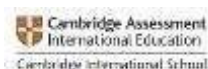
ATTENDANCE MATTERS

WHAT DO YOUR ATTENDANCE FIGURES ACTUALLY MEAN?

BE SMART BE THERE!

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Operational Information

IB Student Uniform Policy 2021-2022

School Policy:

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

2. All students must comply to dress code as outlined below unless they are given permission otherwise by the IB Coordinator.
3. 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.
4. If any further non-compliance continues, a written warning will be issued by IB Coordinator and will be recorded in the student's records.
5. 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. (only white under shirts allowed). Any colour is permitted but no bright garish colours. Patterned shirts are not acceptable.
- Only the top button should be open in the shirt
- 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
- No crop tops
- A tailored shirt must be worn and should be long or short sleeved. Any colour is permitted but no bright garish colours.
- 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 lip-stick 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

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School Lanyard

- It's requirement for ALL students to wear their school lanyard.
- Safeguarding – Students must visibly wear their student lanyard and ID card as show in the picture. This will allow us to safeguard all students in the building.
- Teamwork and Collaboration – Allows for further teamwork and collaboration opportunities, further enhancing the learning of our students.
- House Spirit and Community Cohesion – Allows students to demonstrate house spirit and to feel a part of the DIS community.
- Digital – Allows students to access contactless facilities such as the library and the canteen.



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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)



Calculator:

Students require the CASIO CG50 graphical calculator for their option 5 course, it is expected that this specific model is brought to class every lesson. Easily found online in most major retailers.



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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. If seen they will be confiscated and this will be logged on Go4Schools.

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IB Learning Hub

For the start of September 2022, IB students at Deira International School will benefit from a huge investment in state-of-the-art facilities to support the various IB pathways.

The IB facilities are sectioned in to various 'Hubs' to provide innovative learning spaces to meet the diverse needs of an IB learner.

Innovation Hub



The ground floor will provide our IB students the opportunity to devise, present and debate ideas. They will be able to work with key stakeholders such as staff, parents and external visitors.

Learning spaces are flexible, collaborative and business like.

Productivity Hub



The first floor will provide a quiet learning space for small group work or solo independent study.

Interactive screens throughout will allow students to present their work.

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Social Hub



The second floor, linked by a feature internal staircase, is a space for our IB students to interact socially. There are spaces for students to gather in small and larger groups to share their thoughts and aspirations through recreation.

Punctuality

- Make your way to class at least 5 minutes before the next lesson is due to begin

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
- 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 hub.

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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:

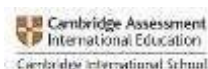
*Taking unauthorised material into an examination room

*Stealing examination materials

*Disruptive behaviour during an examination

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The following are examples of plagiarism, collusion and cheating:

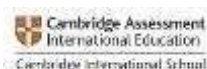
- ❑ Copying another person's assignment or allowing someone else to copy your assignment
- ❑ Substituting synonyms for another person's word choices or restating someone else's ideas in your own words without crediting the source
- ❑ Handing in another person's work as your own
- ❑ Dividing questions on an individual assignment so that several students answer a portion of the assignment, permitting each other to copy answers. Although group work and co-operative 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

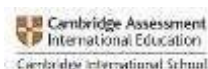
- Follow ethical academic behaviour as defined by the DIS academic Policy
- Use appropriate reference and citation style as instructed
- strive to emulate and apply the qualities of a learner as depicted in the IB Learner Profile
- Follow all DIS guidelines for homework, make-up work, and behaviour as 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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