



مدارس الفارس العالمية
Al FARIS International School



Al Faris International School

Assessment Policy

Revised: May 2020

Revision Process

This policy was first developed during the school year 2014/15 by the IB coordinators at Al Faris International School in collaboration with teachers. Since then, the IB coordinators, HODs, subject coordinators, and teachers review the policy regularly on annual basis. In addition, this policy is published on the school website and communicated with teachers and parents, who always have an indirect voice in the revision of process of all policies.

Purpose

The purpose of this document is to help the community understand the FIS perspective on assessment, as well as important practices that we adhere to in our assessment policy. FIS envisions assessment as an ongoing, purposeful, and authentic process of gathering, recording, and analyzing data about the students' learning and development during their learning journey. Assessment measures and reflects what students know, understand, can do, and are interested in at different stages of the learning process.

School Philosophy

We believe that assessment is an integral part of the planning, teaching and learning process. It is the responsibility of the teachers to professionally implement this policy. One of the positive aspects of the IB is the nature of the assessments, giving students multiple methods and opportunities to show their fulfilling of the subjects' aims and objectives.

Teachers at Al Faris International School work and plan collaboratively the curriculum, set targets and guidelines to be helpful and useful for the students. The main purpose of any assessment is to ultimately support student learning.



Since Al Faris International School embraces the IB philosophy of assessment, we aim to:

- Foster positive attitudes towards learning
- Develop a deep understanding of the subject content framed through concepts and related concepts
- Connect students to the real world
- Develop and promote critical ATL skills, approaches to learning skills (i.e. thinking skills, social skills, communication skills, self-management skills)
- Determine the level of understanding by using summative and formative assessments
- Report progress to students, parents, and guardians at regular intervals; and
- Create opportunities for students to reflect on their own learning

All stakeholders of the learning community understand the purpose of assessment to:

- provide feedback on the learning process of students.
- evaluate student progress on developing the learner profile attributes and the five essential elements of the IB programmes.
- make visible what students understand and are able to do.
- differentiate appropriately for the learning environment, student interests, and different instructional processes and cater to different learning styles.
- engage all community members, including parents, students, and teachers, in reflecting on student progress.
- support and encourage effective teaching and learning by using assessment results to improve instruction and the learning environment.
- empower students to be responsible for their own learning.
- evaluate and strengthen the learning process and our practices as educators.
- evaluate programme effectiveness.

It is the belief in our school that students are ultimately responsible for their own learning. They meet this responsibility by working diligently to complete assignments on time and in an ethical and appropriate manner. Students are expected



to monitor their progress in their classes, to inquire about ways to improve if necessary, and to prepare well for all forms of assessment. Students are responsible for being aware of the goals and standards of their coursework and for asking for clarification when needed.

Effective assessments empower learners to:

- demonstrate and share their learning and understanding.
- demonstrate a range of knowledge, conceptual understanding, and skills.
- know and understand in advance the expected criteria for a quality product or performance.
- analyze their learning and understand their strengths and areas of improvement.
- set goals for reaching expectations.
- use a range of multiple intelligences, learning styles, and abilities to express their understanding.
- learn in the context of real-life experiences that could lead to meaningful action.

Effective assessments empower teachers to:

- inform every stage of the teaching and learning process.
- refine differentiation practices.
- plan in response to students' inquiries and interests.
- develop expected criteria for a quality product or performance.
- gather evidence from which sound conclusions can be drawn.
- create instructional plans to guide inquiry.
- use feedback from students and clearly define students' needs.
- adapt for learning styles and multiple intelligences.
- provide evidence that can be used to inform students, teachers, parents, and other members of the school community.
- collect quantitative and qualitative data.
- plan for future inquiries.



Effective assessments allow parents to:

- understand student learning and development.
- observe and track student progress and growth.
- provide support outside of school.
- celebrate learning and student accomplishment

At FIS, we assess learning from multiple perspectives. We aim at assessing student development of the learner profile attributes, knowledge, disciplinary, transdisciplinary, and interdisciplinary concepts and skills, attitudes, and the ability to use knowledge to take action.

- Approaches to learning (ATL) skills, including self-management skills, communication skills, thinking skills, social skills, and research skills
- Transdisciplinary and disciplinary learning in language, math, science, personal-social-physical-emotional education (PSPE), the arts, and social studies in the PYP; disciplinary and interdisciplinary learning in all subject groups in the MYP; disciplinary learning in all DP subjects
- Development of the conceptual understanding of the key concepts in the PYP programme: change, perspective, form, function, connection, reflection, causation, responsibility; development of conceptual understanding of all sixteen MYP key concepts
- Development of the profile attributes: thinkers, inquirers, communicators, principled, balanced, caring, open-minded, reflective, knowledgeable, and courageous
- Students' use of knowledge to take action in both big and small ways

Forms of Assessment

Al Faris International School students have many opportunities to demonstrate their knowledge and understanding. In our dynamic approach to assessment, there is a balance between formative and summative assessment practices. Types of assessments include, but are not limited to: tests, quizzes, written responses (in and out of class), essays, research projects, lab reports, performances (dramatic, musical,



role play), portfolios and self-reflection. Feedback for students and teachers is shared through rubrics, dialogue, peer and student-led conferences, written reflection, anecdotal records and narratives.

Examples of formative and summative assessment:

Formative	Summative
Formative assessment helps monitor students' progress throughout each unit of inquiry. Using formative assessments provides information to plan for the next stage in learning. Formative assessment aims at promoting learning by giving regular and frequent feedback. This helps students to engage in thoughtful reflection and improve their developing knowledge and understandings.	Summative assessment takes place at the end of the learning process or unit. It is a chance for students and teachers to evaluate ¹ progress and demonstrate what has been learned at a particular moment in time. In the primary section, it may include: collecting data, interpreting and synthesizing data or integrating the use of knowledge, processes, and/or skills.
Questioning	Essays
Use of APP (Assessing Pupils Progress)	Projects
Regular leveled marking	Design
Targets to improve (subject specific)	Research
Observation and comment	Investigations
Group tasks – skills based	Scientific Experiments
Peer assessment tasks	Unit tests
Self-assessment tasks	Presentations

Students should understand at the beginning of a unit of study what they are expected to learn and are given the objectives of the syllabus, skills, and a glossary of key

¹ Data from the different strategies must be used to develop a valid picture of student learning for evaluation purposes.



terminology. At the beginning of the unit the teacher will work with the student to understand what she or he already knows about the topic as well as to identify any gaps or misconceptions. As the unit progresses, the teacher and student work together to assess the student's knowledge, what she or he needs to learn to improve and extend this knowledge, and how the student can best get to that point (formative assessment). Assessment for learning occurs at all stages of the learning process in the following ways:

- sharing learning intentions
- sharing and negotiating success criteria
- giving feedback to pupils
- effective questioning
- self and peer assessment

The Assessment Policy and its implementation within and across departments is monitored and evaluated by Administrators, Department Heads, Coordinators and IB Coordinators. It is the responsibility of Department Heads to lead Coordinators to review, monitor and evaluate all aspects of the Assessment and Marking Policy within the context of whole school development planning.

Assessment tools and strategies:

Main Assessment Strategies

Strategy	Elaboration
Observations	All students are regularly observed. Observations can be recorded in the form of notes or they can be filmed. Focus of observations can vary depending on objectives.
Performance Tasks	The assessment of goal-directed tasks with established criteria These tasks provide authentic and significant challenges. Challenges can be approached in various ways. They require the use of many skills.



	Audio, video, and narrative records are often useful for this kind of assessment.
Process-focused assessment	It is a collection of multiple observations meant to: focus on various behaviors. enhance reliability and increase validity. synthesize evidence.
Open-ended tasks	They are situations in which students are presented with open-ended questions and are asked to communicate an original response. The answer might be a brief written answer, a drawing, a diagram, or a solution. The work could be included in a portfolio.
Selected responses	These include formative and summative assessments. They are evaluated in terms of A=fully acquired, B=acquired, C=partially acquired and D=not acquired. This rating indicates the level of performance.
Student assessment	Students frequently self and peer assess during formative and summative tasks.

Main Assessment Tools

Tool	Definition
Rubrics	Sets of criteria used to rate students Have descriptors that tell the assessor what to look for in students' work
Checklists	Lists of expected skills, concepts, behaviors, processes and/or attitudes
Anecdotal records	Brief written notes based on the observations of students Need to be systematically compiled and organized
Continuums	Visual representations of developmental stages of learning Show a progression of achievement or identify where a student is in a process
Students' work	Samples of students' work and transcripts of students' conversation, which can be used to analyze, interpret, and understand students' learning



Portfolios*

Students' work collected over a period of time
Exhibit the student's active mind at work
An audience and purpose for portfolios are decided on.
They show a range of experiences and curriculum areas.

*Portfolios

What is a portfolio?

A portfolio is a collection of student work specifically selected to tell a story about the learning journey and the growth and development of the student over a period of time. It is an assessment tool that documents growth in all curriculum areas and makes learning visible to the students, teachers, parents, and other stakeholders. A portfolio can also be used to report on the student's performance.

How does a portfolio work?

The portfolio is intended to be student-managed with guidance from teachers so students can take ownership of their portfolios. The balance between "teacher-selected" and "student-selected" samples varies as students move from one level to the other.

Portfolios include student samples from:

- the units of inquiry / at different stages of the inquiry cycle.
- language and math.
- single subjects.
- learner profile and attitudes.
- action taken by students.

Reflections, teachers' feedback, self- and peer-assessments, and various assessment tools will accompany the selected pieces of work.

Portfolios will be used for reporting purposes, during student-led conferences, during parent-teacher conferences, and for writing reports.

The PYP Exhibition



In the final year of the PYP, students participate in a culminating project, the PYP exhibition. The exhibition represents a significant event in the life of a PYP school, during which the student synthesizes the essential elements of the PYP and shares them with the whole school community. It's an opportunity for students to exhibit the attributes of the learner profile that have been developing throughout their engagement with the PYP. Therefore, it includes regular and planned assessment. This assessment takes two forms:

- ✓ Ongoing assessment of each individual student's contribution to and understanding of the exhibition
- ✓ Summative assessment and reflection on the event itself

The purpose of the exhibition is to:

- engage students in an in-depth, collaborative inquiry.
- provide students with an opportunity to demonstrate independence and responsibility for their own learning.
- provide students with an opportunity to explore multiple perspectives.
- allow students to synthesize and apply their learning of previous years and to reflect on their journey through the PYP.
- provide an authentic process for assessing student learning.
- demonstrate how students take action as a result of learning.
- unite students, teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP.
- celebrate the transition of students from primary to middle school.

FIS runs its exhibition in the second term of every year. Parents and community members are invited to attend the exhibition to view the results of students' cumulative work.



Reporting in PYP

Reporting is a means of giving feedback from assessment. It describes the progress of children's learning, identifies areas of growth, and contributes to the consolidation of the entire school community. Assessment without feedback merely serves as judgment; feedback is the component of assessment that lets us make sense of judgment and improve our work. Our school culture encourages both assessment and feedback.

Report Cards

The student development reports scheduled each term allow teachers to incorporate what they learn during the reporting process into their future teaching and assessment practice.

Report cards are published electronically by the end of each term on the school's website. www.alfarisschools.com Each parent can access the report card when published through their child's account.

MYP (Middle Years Program)

The MYP programme consists of both internal and external assessments, both of which are consistent around the world. Internal assessments consist of both formative and summative assessments. Formative assessments take place throughout the unit in order to monitor student progress, whereas summative assessments are done at the end of a unit. MYP internal assessments – whether formative or summative – include a wide variety of strategies, tools, and tasks that include open-ended, problem-solving activities and investigations, organized debates, tests and examinations, hands-on experimentation, analysis, and reflection.

Assessment in the MYP is criterion-related (A, B, C, D), whereby each subject group in the MYP has a set of four criteria.



	A	B	C	D
Language & Literature	Analyzing	Organizing	Producing text	Using language
Language Acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals & Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical & Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflective and improving performance
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
MYP Projects	Investigative	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing and applying	Communicating	Reflecting

Each criterion mentioned on the previous page is split into different levels of achievements that appear in bands. Each band is described by means of descriptor levels. Teachers at FIS follow the level descriptors provided by the MYP to choose levels 1 – 2, 3 – 4, 5 – 6, or 7 – 8. Level 0 is given for students who do not achieve the level descriptors.

As a final mark for each subject group (per year or even when acquiring an MYP certificate after Year 5), students can score a total of 32 marks in each subject



group. The MYP has created a set of criteria that converts overall marks to a set of grades from 1 – 7, which are as follows:

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



IB MYP Course Results & the IB MYP Certificate

For students seeking a formal qualification at the end of the programme, the IB offers eAssessments in Year 5 that lead to IB MYP course results and the IB MYP Certificate.

At FIS, students will have the option to either obtain IB MYP course results or the IB MYP Certificate. In order to achieve these qualifications, students must complete eAssessments, which consist of the following three strategies:

- **ePortfolios** of carefully defined coursework in language acquisition, arts, design, and physical and health education. These will be marked internally by our teachers at FIS, and then will be sent to IBO headquarters for moderation. Moderation is the process whereby IB examiners go over our teachers' marking system to ensure that all assessments have been marked in a fair manner. The IBO has the right to raise or lower all students' marks depending on whether teachers have been too harsh or lenient with their marking respectively.
- **on-screen examinations** (two hours in duration) for selected courses in language and literature, individuals and societies, sciences, mathematics, and interdisciplinary learning. They will be held in FIS during the month of May of each academic year.
- **personal project**: a student-centered and age-appropriate extended project in which students consolidate their learning throughout the programme. Each student develops a personal project **independently**, producing a truly personal and creative piece of work that stands as a summative review of their ability to conduct independent work. While other eAssessments are optional (depending on whether students would like to acquire the IB MYP course result or the IB MYP Certificate), **all MYP Year 5 students must take part in a mandatory personal project eAssessment.**

MYP Course Results: Students aiming for completing MYP course results, should complete either ePortfolios and/or on-screen examinations for selected



subject groups, along with completing a personal project, and participating in community service.

IB MYP Certificate

Students aiming for acquiring an IB MYP Certificate must meet the following criteria:

- five on-screen examinations (language & literature, mathematics, sciences, individuals & societies, and interdisciplinary assessment)
- one ePortfolio from a course of study in language acquisition
- one ePortfolio from a course in physical and health education, arts or design
- the personal project
- fulfilling FIS's expectations for community service

National Requirements:

For national requirements, the following scale was agreed on:

8	95-100
7	90-94
6	85-89
5	80-84
4	75-79
3	70-74
2	65-69
1	60-64
0	0-59



DP (Diploma Program)

Earning the International Baccalaureate Diploma

The IB diploma will be awarded to students who have fulfilled their CAS commitment and whose total score (including up to 3 bonus points for TOK and the Extended Essay) reaches or exceeds 24 points and does not include any of the following failing conditions:

Grading Scale

The IB 7 Point Scale

7 Excellent - A *

6 Very Good - A

5 Good - B

4 Satisfactory - C

3 Mediocre - D

2 Poor - E

1 Very Poor - F

Note: 4 = IB Diploma passing grade

Achievement Grades for Grades 11-12:

Al Faris International School's report card grades are based on a scale of:

A+ (95-100) A (80- 94) B (65 - 79) C (55 - 64)

D (45 - 54) E (35 - 44) F (25 - 34)



Band Descriptors of 1-7 Grades and Levels of Achievement

Grade	Descriptors	Level of Achievement
7	<p>The student demonstrates excellent content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Highly effective research, investigation and technical skills are evident, as is the ability to analyze, evaluate and synthesize qualitative and quantitative evidence, knowledge and concepts to reach valid conclusions or solve problems. In collaborative exercises, the student works very well with others, ethically and responsibly, and with perseverance. Responses are highly insightful, accurate, clear, concise, convincing, logically structured, with sufficient detail, precise use of appropriate terminology and with appropriate attention to purpose and audience. Responses are creative, make very effective use of well-selected examples, demonstrate awareness of alternative points of view and provide clear evidence of intercultural understanding.</p>	Excellent
6	<p>The student demonstrates very good content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Competent research, investigation and technical skills are evident, as is the ability to analyze, evaluate and synthesize evidence, knowledge and concepts. In collaborative exercises, the student works well with others, ethically and responsibly, and with perseverance. Responses are mainly accurate, clear, concise, convincing, logically structured, with sufficient detail, using consistent terminology and with appropriate attention to purpose and audience. Responses show creativity, make effective use of examples, demonstrate awareness of alternative points of view and provide evidence of intercultural understanding.</p>	Very good



5	<p>The student demonstrates sound content knowledge and understanding, good conceptual and contextual awareness and evidence of critical, reflective thinking. Research, investigation and technical skills are evident and sometimes well developed. Analytical ability is evident, although responses may at times be more descriptive than evaluative. In collaborative investigations, the student generally works well with others, ethically and responsibly, and with perseverance. Responses are generally accurate, clear, logically structured and coherent, with mainly relevant material, using suitable terminology, and are sometimes well developed. Responses show reasonable creativity, use of examples, awareness of audience and evidence of intercultural understanding.</p>	Good
4	<p>The student demonstrates, with some gaps, secure content knowledge and understanding, some conceptual and contextual awareness and some evidence of critical thinking. Research, investigation and technical skills are evident, but not thoroughly developed. Analysis is generally valid, but more descriptive than evaluative. The student solves basic or routine problems, but with limited ability to deal with new or difficult situations. In collaborative exercises, the student works within a team and generally approaches investigations ethically and responsibly, but requires supervision. Responses are mostly accurate and clear with little irrelevant material. There is some ability to logically structure responses with adequate coherence and use of appropriate terminology. Responses sometimes show creativity, and include some awareness of audience and evidence of intercultural understanding.</p>	Satisfactory
3	<p>The student demonstrates basic knowledge and understanding of the content, with limited evidence of conceptual and contextual awareness. Research and/ or investigation is evident, but remains undeveloped. There is some ability to comprehend and solve problems.</p>	Mediocre



	Collaborative investigations are approached ethically and responsibly, but require close supervision. Responses are only sometimes valid and appropriately detailed. There is some expression of ideas and organization of work and basic use of appropriate terminology, but arguments are rarely convincing. Responses lack clarity and some material is repeated or irrelevant. There is limited creativity, awareness of context or audience and limited evidence of intercultural understanding.	
2	The student demonstrates little knowledge or understanding of the content, with weak comprehension of concepts and context and little evidence of application. Evidence of research and/or investigation is only superficial. There is little ability to comprehend and solve problems. Responses are rarely accurate or valid. There is some attempt to express ideas, use terminology appropriate to the subject and organize work, but the response is rarely convincing. There is very little creativity, awareness of context or audience and little evidence of intercultural understanding.	Poor
1	The student demonstrates very rudimentary knowledge or understanding of the content, with very weak comprehension of concepts and context. Ability to comprehend and solve problems or to express ideas is not evident. Responses are rarely accurate or valid. Organization is lacking to the point that responses are confusing. Responses demonstrate very little to no appreciation of context or audience, inappropriate or inadequate use of terminology, and little to no intercultural understanding.	Very poor

Taken from the ibo.org (occ) grade descriptors.

Assessment and Exams

The International Baccalaureate® (IB) assesses student work as direct evidence of achievement against the stated goals of the Diploma Program (DP) courses.

DP assessment procedures measure the extent to which students have mastered advanced academic skills in fulfilling these goals, for example:

- analyzing and presenting information



- evaluating and constructing arguments
- solving problems creatively.

Basic skills are also assessed, including:

- retaining knowledge
- understanding key concepts
- applying standard methods.

In addition to academic skills, DP assessment encourages an international outlook and intercultural skills, wherever appropriate.

Student results are determined by performance against set standards, not by each student's position in the overall rank order.

Using external and internal assessment

The IB uses both external and internal assessment in the DP.

- External assessment

Examinations form the basis of the assessment for most courses. This is because of their high levels of objectivity and reliability.

They include:

essays

structured problems

short-response questions

data-response questions

text-response questions

case-study questions

Multiple-choice questions – though these are rarely used.

- Internal assessment

Teacher assessment is also used for most courses. This includes:

oral work in languages



fieldwork in geography

laboratory work in the sciences

investigations in mathematics

Artistic performances.

Failing Conditions Overall:

IBDP Failing Conditions 2015

Failing conditions and associated codes

1. CAS requirements have not been met.
2. Candidate's total points are fewer than 24.
3. An N has been given for theory of knowledge, extended essay or for a contributing subject.
4. A grade E has been awarded for one or both of theory of knowledge and the extended essay.
5. There is a grade 1 awarded in a subject/level.
6. Grade 2 has been awarded three or more times (HL or SL).
7. Grade 3 or below has been awarded four or more times (HL or SL).
8. Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
9. Candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).



TOK / EE	A	B	C	D	E
A	3	3	2	2	Failing Condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing Condition				

- For detailed information related to IB Diploma Programme Assessment see: *General Regulations: Diploma Programme – For Students and Their Legal Guardians.*

http://www.ibo.org/documentlibrary/regs_ibworldschools/documents/DP_regs_en.pdf

Al Faris International School's Homework Policy

Homework is an important component of a child's education at FIS. Homework benefits students by complementing classroom learning, fostering good study habits, and providing an opportunity for students to be responsible for their own learning. In addition, it serves as a valuable means of communication between home and school about a child's progress, and it reflects the learner profile.

Al Faris School's Homework Policy aims to help students establish a healthy balance between commitments in school, after school and at home. The policy also aims to aid students in planning their work time more effectively and to allow teachers to keep track and monitor such a commitment.



Expectations of IB teachers:

- a) Plan the activities of their classes effectively
- b) Remember that students have other classes, which make demands upon their time and mental resources.
- c) Avoid concentration assignments, projects, or other work at the end of a grading period.
- d) Avoid homework practices that are punitive, unreasonable, and/or futile.

To make sure homework is appropriate; teachers should follow these guidelines in relation to the homework they assign:

- 1) Homework should have a clear academic purpose. Homework should be used not for new learning; it should enhance classroom learning. The student should easily understand the ultimate goal of the assignment- pre-learning, checking for understanding, practice, or processing and the teacher should communicate the goal to the students. The important roles of homework are to practice skills and reinforce content taught in class.
- 2) Homework should focus on high quality task that are doable. Teachers are encouraged to complete the tasks themselves to gain a real understanding of the time and skill demands of the task. Modeling is important and expected. If a student cannot complete a homework assignment independently, such an assignment can undermine student motivation. In terms of difficulty, all homework should be within the developmental/intellectual/ skill capabilities of the students, for whom it is assigned.

IB students need to understand that homework, following the above guidelines, may be checked for accuracy. As long as homework does not involve a new topic which the students discover on their own, but rather enhances the knowledge acquired in class, accuracy is important. Exceptions apply whenever students are to explore something new and to give their opinion, there will be less expectation with regard to accuracy.



PTC (Parent / Teacher conference)

Purpose:

- Parent / Teacher conference is an opportunity to establish a relationship with a parent(s).
- One goal is for the teacher to learn about the student from the parent to guide instruction.
- Another goal is for the teacher to share evidence of student learning growth (compared to themselves and grade level expectations or standards) with the parents.
- Goals and concerns for the year to come are developed and addressed.

The school runs a PTA every term per year. Parents are welcome to ask any question regarding their child's performance from k-5.

Open house

Purpose:

- Open house at AL Faris International School is more than just a tour around the campus.
- It is an informal meeting for the parents with the teachers.
- It is also exploring the curriculum and the programs that the school adapt in its education. Furthermore, open house helps parents demonstrate a clear idea about the activities and events that are to be held in school.

FIS runs an open house at the beginning of every year and parents take a huge part of such vital event.

Inclusion policy

Students with special needs will be placed on the Inclusion policy. For more details, please check FIS Inclusion/Special Educational Needs policy.



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