



Al Sahafa International School

International Baccalaureate Middle Years Program (MYP) Policies

Policies:

1. Admission Policy
2. Academic Honesty Policy
3. Assessment Policy
4. Inclusion Policy
5. Language Policy

SCHOOL VISION:

We envision a distinctive atmosphere where students grow as principled and caring individuals, integrating intellectual curiosity, profound knowledge, and genuine compassion. Rooted in the principles of holistic education, our community is dedicated to fostering intrinsic motivation and innovation, serving as the foundation of our commitment to promote academic excellence and nurture enduring life success.

SCHOOL MISSION:

In pursuit of our vision, we are passionate about cultivating an outstanding educational environment. Our community is devoted to nurturing organizational finesse serving as the foundation of our unwavering commitment to propel academic excellence and cultivate enduring life success. Rooted in this mission, we actively endeavor to foster a vibrant learning community where everyone is empowered to flourish and contribute meaningfully to the world.

2023-2024

Established in January 2023

Admission Policy

I. Philosophy:

At Al Sahafa International School, our admissions philosophy is rooted in the belief that we should actively seek ways to welcome students into our academic community rather than finding reasons to limit entry. We are dedicated to fostering diversity in terms of culture and nationality while ensuring the safety and security of all. Our commitment extends to considering the unique needs of each child during the admissions process, aiming to accommodate these needs within the framework of our academic programs.

II. Admissions Commitment

Our school is unwavering in its commitment to providing an excellent education and nurturing the personal growth of every student. We boast medium class sizes and a team of passionate, highly qualified teachers. Our goal is to offer students the best possible program of academic and personal development in an environment that is both challenging and supportive. With a student body representing many nationalities, our multicultural community places a high value on respect for every individual, irrespective of nationality, race, or religion.

A. Admissions Rights and Responsibilities:

In our commitment to fairness and inclusivity, all members of Al Sahafa International School community share both rights and responsibilities throughout the admissions process. These rights include the entitlement to a quality education, dignity, and respect. Simultaneously, responsibilities encompass timely communication, provision of necessary information, and active engagement with the diverse voices within our community.

B. Admissions and the Learner Profile:

Aligned with the IB Learner Profile, Al Sahafa International School approaches admissions with a principled, balanced, open-minded, and caring perspective. Our decision-making process prioritizes the best interest of students and applicants, ensuring a holistic consideration of the entire community without any form of discrimination. Our school commits to treating all applicants with kindness and consideration, providing clear and timely communication at every stage of the admissions process.

C. Admissions and Inclusion:

- Al Sahafa International School places great importance on achieving a balance in academic abilities, identities, and cultural backgrounds to foster a diverse and inclusive student community.
- Families are expected to share information, aiding in determining inclusive access arrangements and reasonable adjustments.
- Admissions tests in English and Mathematics help inform the school about student levels, allowing us to prepare for diverse needs.

III. Admission Criteria:

1. Age Requirements:

- The MYP at Al Sahafa International School caters to female students aged 11 to 16, encompassing grades 6 through 10 in compliance with the ministry's regulations.

2. Academic Readiness:

- Applicants should exhibit a satisfactory level of academic readiness, substantiated by academic transcripts and entrance exams.

3. Language Proficiency:

- Proficiency in the English language is crucial for academic success, with applicants expected to either demonstrate proficiency or show commitment to language acquisition.

4. Special Educational Needs:

- The school welcomes students with special educational needs, providing reasonable accommodation based on the resources available.

5. Interview:

- An interview is required to evaluate the student's academic abilities, language proficiency, and suitability for the MYP program.

IV. Admission Process:

1. Application Submission:

- Prospective students and families should submit an application form, inclusive of personal information and educational history, via the school's website or admissions office.

2. Documentation:

- Required documents include completed application forms, academic transcripts and any additional documents requested by the school.

3. Notification of Admission:

- The school will notify applicants of their admission status within a reasonable timeframe, providing official admission offers to accepted students and feedback or guidance to those not admitted.

Academic Honesty Policy

I. Philosophy

A. School Vision and Mission

VISION:

We envision a distinctive atmosphere where students grow as principled and caring individuals, integrating intellectual curiosity, profound knowledge, and genuine compassion. Rooted in the principles of holistic education, our community is dedicated to fostering intrinsic motivation and innovation, serving as the foundation of our commitment to promote academic excellence and nurture enduring life success.

MISSION:

In pursuit of our vision, we are passionate about cultivating an outstanding educational environment. Our community is devoted to nurturing organizational finesse serving as the foundation of our unwavering commitment to propel academic excellence and cultivate enduring life success. Rooted in this mission, we actively endeavor to foster a vibrant learning community where everyone is empowered to flourish and contribute meaningfully to the world.

B. Reference to Learner Profile

At our school, we firmly believe that a student's character is shaped by their academic integrity embodying a set of principles that profoundly value the work of others and nurture personal integrity. This commitment aligns seamlessly with the IB community which esteems academic honesty as a set of values and principles that promotes personal integrity and respect for others' works. Within our community, students are encouraged to embody the attribute of being "principled" by actively demonstrating "integrity and honesty." They are urged to cultivate "a strong sense of fairness and justice, with respect for the dignity and rights of people everywhere." This shared commitment ensures that our learning environment fosters not only academic growth but also the development of principled individuals who respect and appreciate the intellectual contributions of their peers.

II. Defining Academic Misconduct

A. Definition

In accordance with the IB guidelines, academic misconduct within our school is characterized as either a premeditated or unmindful behavior that “has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment”. It could also be a behavior “that may disadvantage another student” or an act that may happen before, during or after the time of the examination/assessment that “threatens the integrity of IB examinations and assessments”.

B. Examples of academic misconduct: coursework

- Plagiarism / facilitating plagiarism
- Collusion
- Submitting work commissioned, edited or obtained by a third party (friends, family members, private tutors, essay writing or copy-editing services, prewritten essay banks, etc....)
- Duplication of work
- Falsification of data

C. Examples of academic misconduct: examination

- Possessing unauthorized material in the examination room (mobile phones, smart watches/smart glasses, handwritten notes, personal scratch paper, study guides, etc....)
- Exchanging, passing, obtaining or receiving oral or written information from other students (or attempting to)
- Exhibiting disruptive misbehavior during examination (passing written notes, sharing or commenting loudly about the exam, leaving the examination room without permission, failing to abide by the invigilators’ instructions)

III. Teaching Academic Honesty

A. Responsibilities

- **School leaders and coordinators:**
 - Ensure that teachers, staff, students, parents and legal guardians have a common understanding and a copy of the school’s academic honesty policy.
 - Ensure that students are held accountable according to the school’s own policy.
 - Ensure that teachers/school administrators are held accountable according to the school’s own policy.
 - Reporting suspected instances to the administrations and/or the IB.
- **Teachers**
 - Ensure students have a full understanding the academic honesty guidelines
 - Ensure that students understand the constituents of academic misconduct and the consequences to be expected.
 - Ensure to have a manageable workload so that students are able to manage their time wisely and submit their work according to expectations.
 - Keeping digital copies of students’ past work to use for comparison in case of plagiarism.
 - Respond to student academic misconduct and support the school’s and the IB’s investigation.

- **Students**

- Have a full understanding of the academic honesty policy
- Report other students' acts of academic misconduct to teachers and/or coordinators.
- Complete their tasks (assignments, assessments, examinations, etc....) on time and in an honest manner, to the best of their abilities.
- Give credit to all used resources in their submitted tasks whether written or oral.
- Decline receiving help/assistance of any sort to complete or edit their work.
- Refrain from giving undue assistance to their friends.
- Use internet generally, and social media platforms specifically in a manner that shows honesty and integrity.

- **Parents/legal guardians**

- Have a full understanding of the IB policies.
- Ensure that their children understand the IB policies by being role models for academic integrity.
- Understand the school's internal policy, and pass on this understanding to their children.
- Help and support their children in managing their time wisely in order to complete workload on time.
- In case of request for inclusive access arrangements or diverse circumstances considerations for their children, submit authentic and genuine evidence/document for that request.
- Refrain from offering help/assistance to complete the children's work.

B. Avoiding Plagiarism

In accordance with the IB guidelines that defines plagiarism as the "intentional" or "unintentional" representation of other people's "ideas, words or work... without proper, clear and explicit acknowledgement". It is crucial for our school community to be mindful of these terms when addressing plagiarism, as it predominantly stems from challenges such as poor time management skills, lack of confidence in abilities, or the pressure to succeed. Recognizing these factors enables us to approach plagiarism cases comprehensively, fostering an environment that addresses both the act and its underlying causes. Through awareness and education, we aim to cultivate a culture of academic integrity within our school community.

Teachers can support their students by:

- Devoting teaching time to practice the chosen referencing or bibliography format (MLA)
- Including in the schedule drafting time of the final task or essay in order to give feedback or assistance for students.
- Planning fun activities that show students the different forms that plagiarism can take.
- Making sure to avoid general topics and assign topics that interest students.
- Being a role model by giving credit for other people's work that is used in everyday teaching.

Students can avoid plagiarism by:

- Designing or planning schedules that help them manage their time wisely.
- Keeping their notes and sources organized for better use.
- Seeking help and guidance from teachers whenever its needed.
- Citing resources
- Giving credit for copied, translated or adapted materials from others.

A. Conventions for citing/referencing

In alignment with IB standards, our school distinguishes between citing and referencing. According to the IB, “Citing is the process of indicating the sources in the text at point of use, usually just naming the creator. Referencing is providing full details, for example in a bibliography, that then enable another person to locate each source.” This process is essential to upholding academic integrity in our school community since it guarantees appropriate citation and makes it easier to confirm references that have been mentioned.

This commitment extends to various types of content, including:

- Texts of any sort
- Artistic materials
- Letters
- Tweets
- Visual materials
- Lectures
- Broadcasts
- Blogs
- Audio materials
- Interviews
- Maps
- Advertisements
- Graphics
- Conversations
- Charts
- Photographs

The recommended referencing/citing style guide to follow is the MLA (Modern Language Association)

B. Using artificial intelligence tools (AI)

The purpose of academic honesty is to give all students a fair and equal opportunity to prove their learned skills and knowledge through the production of their authentic and genuine work. This authenticity is achieved through transparency in using resources citing them properly. According to the IB, using of AI software will not be banned as it is expected, over the next few years, to become commonplace similarly to how calculators came to be. However, this usage will be conditioned:

- Teachers should explain to students how the texts produced by AI are biased because of the bias in their programming, and are often repetitive and formulaic.
- Teachers should encourage students to use AI to ask research questions rather than ask it to produce a text, and then explore the sources it provides.
- In the case of students using a text or any product produced by an AI tool, they must clearly reference the AI tool in their body of work and add it to the bibliography.
- Using software to improve language quality such as grammar checkers and spelling checkers isn't frowned upon with the exception of language acquisition, where marks are awarded for sentence structure.

IV. Collaboration Guidelines

1. Legitimate Collaboration:

Legitimate collaboration is defined as fostering respectful teamwork with individual accountability. It entails learning from peers, giving credit when credit should be given, and maintaining open communication. Clear task division and respecting the opinions of others are guidelines.

2. Unacceptable Collusion:

Unacceptable collusion involves engaging in dishonest practices that undermine academic integrity. This includes actions such as plagiarism, unauthorized assistance, misrepresentation, and violating task division. Plagiarism refers to submitting work without proper acknowledgment, undermining authenticity. Unauthorized assistance involves exceeding collaboration limits, disrupting fair contributions. Misrepresentation is giving work false credit. Violation of task division occurs when students fail to communicate, leading to an unequal distribution of effort. Upholding integrity is essential in collaborative efforts.

3. Clarifying the Distinction Between Legitimate Collaboration & Unacceptable Collusion

Teachers play a pivotal role in fostering authentic collaboration through two key avenues. Firstly, they ensure that assignments are designed to align with and promote genuine collaboration, steering clear of inappropriate collusion. Secondly, teachers actively engage with students to raise awareness about the importance of presenting their work authentically, acknowledging contributions for collaborative integrity. By explaining and encouraging adherence to these principles, teachers guide students toward effective teamwork while discouraging compromising behaviors in the learning environment, thus upholding academic integrity.

Assessment Policy

I. Philosophy and Principles of Assessment

Assessment plays a pivotal role in our educational framework, serving as a crucial tool for evaluating, adjusting, and directing curriculum planning and delivery. Its significance lies in allowing students, teachers, and parents to monitor the overall personal development of each student. Aligned with the IB learner profile, all aspects of learning must be assessed to offer insights into progress toward achieving program goals. To achieve this, teachers must possess a comprehensive understanding of the assessment policy and skillfully select strategies that cater to the unique needs of their students.

Assessment, from our school's perspective, goes beyond more than evaluation. It helps set personalized learning targets and enables students to reach their full potential. The insights gained from the assessment should provide a clear understanding of the learner's progress and support the development of effective teaching practices tailored to individual student needs. Ultimately, assessment fosters curriculum planning that emphasizes the IB learner profile and the ATL skills.

While assessment is often linked solely to cognitive skills, our school emphasizes the need for a comprehensive approach to monitor the achievement of all goals, including the attributes of the IB learner profile. Assessing cognitive development alone is not enough.

A comprehensive and effective assessment should encompass reflection, knowledge, balance, principled behavior, caring attitude, confidence, inquiry skills, communication abilities, thoughtfulness, open-mindedness, and the demonstration of leadership skills. It is vital that an assessment policy aligns with individual student needs and evaluates all facets of learning, as outlined in the IB learner profile. An assessment policy that cannot provide reliable feedback on these aspects falls short in evaluating the program's effectiveness.

II. Goals of Assessment

An assessment policy aims to ensure that students, teachers, and parents receive thorough feedback across all areas of learning. Our school is committed to providing regular and constructive assessments. Students and teachers will utilize assessments solely for their positive impact on learning. Assessments will not be conducted merely to accumulate grades for reports.

Assessments aim to:

- direct student learning
- make informed decisions about our curriculum and instructional methods
- regularly monitor learning and progress
- provide teachers with information to understand students' learning needs and guide instruction
- help students understand the next steps in their learning through the feedback their teachers provide
- promote student growth by setting goals, tracking progress, and providing opportunities for reflection
- evaluate the student's IB learner profile and ATL skills.
- promote positive attitudes toward learning and build confidence

III. Assessment Criteria

Assessments in MYP are ongoing, incorporating both formative and summative assessments. These assessments are measured against criterion-related rubrics, as outlined in the MYP subject group guides, with each criterion being assessed at least twice per year.

The school's policy requires that level descriptors for summative tasks must be provided to students at least one week before their deadlines. This measure enables students to submit their work with a self-assessed judgment based on the level descriptors. Teachers are expected to return student work with written feedback within one week of receipt.

Through a series of evaluations, the rubrics, coupled with formative and summative assessment data, are employed to determine a final judgment using the "best-fit" approach. This systematic process ensures a fair and comprehensive assessment of students' progress and accomplishments within the MYP framework.

IV. Assessment in Practice

Formative assessments are an integral part of every lesson within our instructional framework. These could be in the form of observations, open and/or closed questioning, "See-Think-Wonder", "think, pair, share", "Peel the fruit", peer and self-assessments, etc.

Teachers assess the student's work after each lesson with the frequency varying based on subjects and the nature of the work. A minimum standard is set for marking students' work, requiring teachers to provide feedback at least once every two weeks.

Marked work will be returned to students with appropriate feedback. Feedback will be positive and aimed at helping students to improve.

V. Methods of Assessment

The school aligns with the assessment methods employed in the MYP, and in this alignment, assessment methods employed reflect diverse designs, covering a broad spectrum of learning and communication styles. This approach aims to incorporate a variety of methods and to be relevant to students, by considering their different learning styles.

Methods of Assessments include:

- Open/closed questioning
- Projects
- Experiments
- Presentations
- Debates
- Quizzes
- Investigations
- Concept mapping
- Virtual labs
- Roleplays
- Formative assessment
- Summative assessment

VI. Formative and Summative Assessments

Formative assessment is an assessment for learning conducted by teachers during the learning process to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments help students identify their strengths and weaknesses and target areas that require further attention and improvement.

Summative assessment is an assessment of learning as it assesses student learning at the end of an instructional unit. Following the guidelines set by the International Baccalaureate (IB), all summative assessments in the MYP follow a criterion-related process. These assessments are designed with predetermined task-specific clarifications, which are shared with students beforehand. Furthermore, all assessments must be aligned with curriculum unit plans.

Each student's success will be measured in terms of 'levels of achievement' across the different subject groups. The level of achievement attained on each criterion will be decided by the subject teacher according to a 'best fit' approach to the appropriate assessment criterion level descriptor.

The Personal Project

MYP Year 5 students actively participate in the Personal Project Exhibition at the end of their academic year. The key objective of the exhibition is to demonstrate their ATL skills, attitudes, strategies, and knowledge developed in the course of their extended period of inquiry. The nature of the presentation will vary depending on the type of personal project. However, all personal projects will include a process Journal, a product or outcome, and a report.

VII. Data Recording and Analysis

Teachers use a variety of tools to gather information about students' learning through various methods including:

- Observation
- Rubrics
- Checklists
- Anecdotal notes

-Assessments (Formative and Summative)

Teachers use a range of methods to document the evidence of student learning and understanding. These include digital tools and learning platforms, students' portfolios which include annotated samples of their work, grading sheets, videos, photos, and the school information system (SIS) which includes features beyond just grading. It monitors and documents student performance throughout the academic year, providing comprehensive and transparent records of their progress.

VIII. Reporting Student Achievement

Reporting on assessment involves effective communication with parents, students, and teachers as a means to facilitate improvement and reflection.

Reporting to parents, students, and teachers occurs through:

- Written reports – Reports are written three times per year- once per term
(November, February, and June)

- **Conferences:**

Parent- Teacher Conferences are held once per term.

Furthermore, parents also have the option to communicate with teachers through various channels, including sending emails via the student accounts on the platform (Class Light/ Toddle) or contacting the community executive for assistance.

IX. Assessment Retake

1. Frequency of Assessment Retake:

Students are permitted to retake assessments up to a maximum of **3 times** per academic year.

2. Tracking Missed Assessments:

Teachers will fill out the Form shared on the Drive with the class teachers and coordinators.

3. Retake Ticket:

- If a student is eligible for a retake (having missed fewer than 3 assessments per year), she must obtain a retake ticket.
- The retake ticket offers the student the chance to retake a missed assessment and involves additional tasks such as supplementary homework, challenging assignments, mini-research projects, reflective exercises, or any other academically relevant activity determined by the teacher.

4. Process of Issuing Retake Tickets:

- The teacher reports the missed assessment to the subject coordinator based on eligibility.
- The subject teacher and subject coordinator assign a retake ticket to the eligible student.
- The student fills out the retake ticket and submits it to the teacher.

5. Scheduling the Retake Assessment:

- Upon submission of the retake ticket, the teacher will coordinate and schedule the retake assessment for the student.

6. Documentation and Reporting:

All steps of the assessment retake process, from reporting a missed assessment to the issuance of a retake ticket and scheduling the retake assessment, should be documented, and sent to the MYP coordinator on a timely basis.

Inclusion Policy

I. Identification:

Student Services Team members including the school principal, programme coordinator, subject coordinators, learning specialist, and the relevant staff member collaborates with the goal of ensuring the academic, emotional, and social success of every student at Alshafa International School.

Students undergo evaluations to determine their specific needs, and a success plan is developed during the review phase. After that, Individual Education Plans are designed to support students who meet the requirements for special education services in the classroom. Furthermore, students classified as advanced or gifted learners receive appropriate instruction and support, with criteria including high academic performance, exceptional problem-solving skills, and the ability to think critically and independently.

II. The Special Educational Needs Inclusion Model:

The goal of the Special Educational Needs (SEN) inclusion model is to guarantee that all students, including those with special needs, are supported and included in regular classroom environments. The concept supports the belief that children with special needs need to have equal access to school, take part in peer-to-peer activities, and have the assistance they must succeed both academically and socially.

Key Principles of the SEN Inclusion Model:

1. Equality and Non-Discrimination: The foundation of the concept is the idea that all students have the right to an inclusive education, no matter what their skills or limitations. It encourages nondiscrimination, equality, and the elimination of obstacles to education.

2. Individualized Support: Acknowledging the unique needs and abilities of each student, the SEN inclusion approach places a strong emphasis on providing tailored assistance and modifications. This support is designed to enable students to fully engage in educational activities. To address specific needs, additional tutoring, customized classwork, homework, and assessments are implemented.

3. Collaboration and Partnership: The SEN inclusion approach places a high value on cooperation between educators, parents/guardians, and other professionals. It promotes candid dialogue, cooperative learning, and shared decision-making to create and carry out efficient plans for helping kids with special needs.

4-Inclusive Curriculum: All students can access and interact with the content since the curriculum is adaptable and inclusive. To ensure that children with special needs have equal access to learning opportunities, differentiation techniques are employed to match individual needs. This includes utilizing differentiated

instruction to accommodate to different learning styles, incorporating diverse perspectives and resources to reflect students' cultural backgrounds, and providing assistive technologies or modifications to support students with disabilities. Furthermore, the curriculum might provide flexible evaluation strategies allowing students to demonstrate their knowledge in different ways, encouraging their engagement and progress in the process of learning.

5. Positive Learning Environment: The success of the SEN inclusion model hinges on establishing a positive and supportive learning environment. Our school is committed to fostering a climate of tolerance, acceptance, and understanding ensuring that all students feel valued and is an integral part of the community. By setting clear goals, encouraging strong teacher-student interactions, encouraging student collaboration, recognizing diversity and inclusivity, and making sure the atmosphere is both physically and emotionally secure, our school creates a joyful learning environment.

6-Transition Planning: The model acknowledges the significance of smooth transitions for students with exceptional needs, such the transition from primary school to middle school. To ensure continuity of support, transition planning entails cooperation between all departments and collaboration with the school's learning specialist.

7. Ongoing Professional Development: To enhance their understanding and proficiency in inclusive education, educators engage in continuous professional development. Training includes the utilization of appropriate resources and technologies, adoption of inclusive teaching practices, and effective strategies for supporting students. Through ongoing professional development, instructors are equipped with the necessary knowledge and skills to create an inclusive and supportive learning environment.

III. Monitoring Student Success:

Effective education is based on the continuous analysis and evaluation of students' growth, achievement, and progress. Teachers employ various techniques for monitoring student success:

1. Formative Assessments:

Utilizing questioning strategies, classroom conversations, short tests, quizzes, and activities like peer or self-evaluation to assess comprehension, track progress, and foster reflective learning.

2. Summative Evaluations:

Conducting unit assessments based on IB Criteria to evaluate overall knowledge and abilities, assessing presentations that demonstrate mastery of specific course objectives, and employing grading rubrics at the conclusion of a unit to assess project performance.

3. **Observations:**

Careful observation of students' performance to glean valuable insights into areas of strength and growth.

4. **Student Feedback:**

Encouraging students to provide feedback on their learning experiences.

5. **Analysis of Academic Work:**

Reviewing and analyzing academic work to inform instructional decisions.

Continuous monitoring enables educators to intervene promptly with:

- Timely and focused interventions.
- Customized support tailored to individual needs.
- Differentiated instruction to address diverse learning styles.

This approach not only aids educators in assessing the effectiveness of their methods but also empowers students to take charge of their education and set objectives for their academic development.

IV. Differentiation:

Our common belief at Alshafa International School is that "Differentiation is not a recipe for teaching, but rather a framework for understanding and responding to the diverse needs of learners." - Carol Ann Tomlinson

Each learner's academic and social-emotional requirements are met by this ideology. All MYP unit plans have differentiated instructional strategies, which are identified through data analysis. To ensure that every student has access to learning, assignments and evaluations are adjusted. Changes could involve adding or modifying learning materials.

Our staff members have a dedicated collaborative planning time and ongoing professional development to guarantee that differentiation is a priority when teaching, learning, and evaluating. Differentiation can be achieved by employing tactics like adaptable grouping, a variety of teaching resources, pace adjustments, assignment modifications, alternative assessments, personalized goal setting and planning, technology integration, extending deadlines, less word limit, simpler instructions, scaffolding and support, and differentiated questioning and feedback.

These strategies guarantee that each student receives individualized education and support, fostering their development at their own pace and ability.

V. Assessments:

Assessments are a key component of the Middle Years Program which we utilize to evaluate the learning and development of students. The goal of the MYP assessment framework is to offer a complete and complete method for evaluating students' knowledge, abilities, and attitudes in a variety of subject areas. The assessments are designed to be genuine and representing real-world situations, and promoting critical thinking, research, and knowledge application.

We place a strong emphasis on combining formative and summative assessments in line with the MYP. Throughout the learning process, formative evaluations are conducted frequently using techniques including group projects, in-class discussions, reflective journals, and peer or self-assessments. These evaluations help with goal-setting, monitoring progress, and making well-informed decisions about instruction. Summative assessments, on the other hand, are conducted at the conclusion of a unit or course and are meant to serve as indicators of overall performance and understanding. Examples include exams, essays, performances, presentations, and practical assignments, contributing to students' final marks.

Furthermore, the MYP acknowledges the significance of assessing students' development in approaches to learning (ATL) abilities, utilizing a variety of methods such as portfolios, projects, and self-reflection.

VI. Inclusive Modification Techniques

To ensure the inclusion of all students, modifications are made to exams for those with specific needs, allowing them to exhibit their knowledge and talents equitably. Accommodation may be implemented in the testing environment, format, or conditions based on individual requirements.

The following techniques are employed in our school to ensure inclusive exam modifications for all students:

- 1-Extended Time:** Providing students with additional time to complete the exam acknowledging that some students may require extra time due to learning difficulties, medical reasons, or other challenges.
- 2. Small Group Setting:** Administering tests in a smaller, controlled environment helps reduce distractions and creates a more conducive atmosphere for students.
- 3. Modified Test Format:** Adjusting the structure of the test to cater to the students' needs. This may include using visual aids, increasing the font size, or allowing the help of the specialist to read and explain the questions.

4. Breaks and Flexible Scheduling: Allowing short breaks during exams if necessary helps students manage fatigue or attention-related challenges.

5. Individualized Scoring: Considering student's abilities and circumstances and prioritizing understanding of the covered content over penalizing for spelling or grammar errors is vital. This approach fosters a focus on individual improvement rather than making comparisons with classmates.

VII. Conclusion:

At Al Sahafa International School, our commitment is to address the diverse academic, social, physical, and emotional needs of every student through a range of tailored resources and support services.

Language Policy

I. Philosophy

Al-Sahafa School deeply believes in the importance of delivering an educational experience that is wide-ranging and inclusive for all students. The primary language used within the Al-Sahafa community is English. Despite being situated in an Arab community, English serves as our predominant language, playing a crucial role in education. To ensure academic excellence and effective global communication for students, English is prioritized and embraced by all school members. The acquisition of English proficiency aligns with our goal to efficiently prepare students for the outside world, fostering effective communication skills and preparing them for success beyond high school. Our linguistic diversity goals extend beyond English proficiency, with French being a second enforced language in our school. As one of the most spoken languages alongside English, the inclusion of French ensures an enriched program with a global viewpoint, facilitating students' progress to actively participate in the challenges and opportunities of a diverse society. While English and French are significant, our mother tongue, Arabic, holds another invaluable place in our students' education. Arabic is crucial for maintaining a deep connection with students' cultures, traditions, and linguistic heritage. We place significant emphasis on achieving proficiency in these languages to ensure comprehensive success in education. Additionally, the enhancement of Arabic is integrated into classes, activities, and various events, contributing to the creation of a dynamic multilingual community that aligns with IB learner profile attributes of being "open-minded," "knowledgeable," and competent "communicators."

Al-Sahafa International School reinforce its language philosophy based on shared beliefs:

Recognizing the significance of languages:

- Every teacher in our school serves as a language teacher, regardless of the subject she teaches.
- Every learner is viewed as a language learner.
- Language learning plays a crucial role in shaping the students' mindset for the real world.
- Language serves as the key to communication.

Students at Al-Sahafa International School learn languages, through languages, and about languages.

II. Languages used in the school community:

Languages of teaching and learning

A- Language and literature: English

B- Language acquisition: French

Local Language/ Mother tongue: Arabic

Language of communication both inside and outside the classroom: English

A- Language and Literature: (English)

The instruction of language and literature is in English. Students focus on the study of literature by analyzing texts and demonstrate their advanced skills in writing and oral presentations. Students who need additional help due to lack of fluency or any reason will receive appropriate help.

At Al-Sahafa school, students learn with different strategies to aid those with different proficiency levels to successfully acclimate their educational needs.

- different instructions
- providing graphic organizers
- additional reading assignments
- providing additional time for completing tasks
- learning tasks designed for small collaborative groups

B. Language Acquisition (French):

Al-Sahafa International School offers French for all MYP students, as we believe in the importance of proficiency of a second language.

Local Language (Mother Tongue: Arabic):

Al-Sahafa International School believes in the significance of supporting students' mother tongue. In Arabic classes students learn how to speak, read, and write. Students with different backgrounds have special Arabic classes given by special teachers. The schools follows the Saudi Ministry of Education's curriculum for Arabic language.

III. Integration of Language Skills:

At Al-Sahafa International School, we are committed to the seamless integration of language skills across all subjects within our curriculum. Beyond traditional language classes, we actively embed listening, speaking, reading, and writing activities into diverse academic disciplines.

For example, in classes other than language classes, students engage in discussions, write reports, and present findings, fostering language skills while mastering scientific, mathematical, or historical concepts. This holistic approach not only enhances language proficiency but also cultivates critical thinking, effective communication, and comprehensive academic success.

Our teachers use innovative approaches to make sure that language learning is integrated into every student's educational experience rather than being a separate subject. Students can apply their language abilities in real-world circumstances through dynamic platforms provided by interdisciplinary projects and collaborative activities. We equip our students for successful communication in a wider range of academic, professional, and international contexts by demonstrating the real-world applications of language across multiple subject areas. By means of these combined endeavors, we hope to develop well-rounded people who possess the language and mental skills essential for success.

IV. Roles and Responsibilities in Terms of Language Policy:

Admins:

Ensure support for students and parents navigating different languages.

Teachers:

Practice “all teachers are language teachers” no matter what subject is taught

Students:

Engage with language use and adhere to communication guidelines as instructed.

Parents:

Encourage students to utilize languages.

Support school language program

V. Language Support for Students with English Language Challenges:

In our commitment to providing an inclusive educational environment, Al-Sahafa International School recognizes the diverse linguistic needs of our students. To ensure that every learner can thrive academically, we implement the following measures:

A. Students Not Capable of English Language Proficiency:

Students lacking English proficiency will attend specialized classes tailored to their needs. These sessions, are designed to aid language development. This focused approach aims to build English language skills in a supportive manner, ensuring a customized learning experience.

B. Students Capable but Not Proficient in English Language:

For students showing capability but lacking English proficiency, Al-Sahafa International School provides extra support, including:

1. Providing different materials to aid comprehension.
2. Assigning differentiated tasks to suit various language proficiency levels.
3. Extending assignment deadlines to allow a more thorough understanding.
4. Implementing additional measures to promote language development and ensure equitable opportunities for success.

Policies Review

Our policies have been developed and improved via continuous collaboration with all Al-Sahafa stakeholders, including coordinators, teachers, students, counselors, and heads of school. This process is ongoing and subject to periodic revisions as needed to maintain its efficacy and applicability.