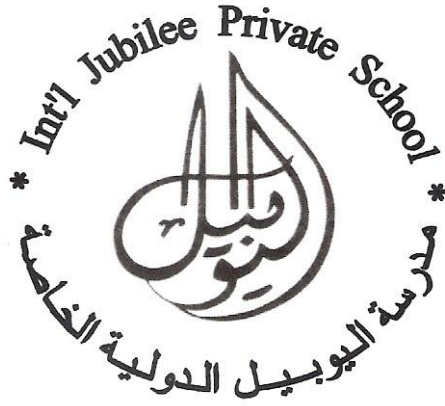


**International Jubilee Private School
Abu Dhabi**



IJPS

PROSPECTUS

And

Student Handbook

2013-2014



Dear Parents and Carers

Welcome to IJPS! We are delighted to invite you to join us on this next step in your child's educational journey.

Our School American Section consists of 3 sub divisions – Kindergarten (KG1-KG2), Cycle 1-Primary Stage- (Grade 1-5) and Cycle 2-Secondary Stage- (Grade 6-9). This structure allows us to design our teaching and learning experiences specifically to meet the needs of students within the different phases of learning.

IJPS School is committed to meeting the goals of the Action Plan and fostering a culture of:

- Meaningful relationships within a positive and warm learning environment.
- Mutual respect and personal accountability.
- Motivated and high achieving learners who are engaged in a rigorous and relevant curriculum.

While IJPS is focused on:

- Positive culture.
- Maximising student achievement.
- Achieving high standards in all we do.
- Parent/community partnerships and confidence.
- Building capability – leadership density.
- One School, One Community.

We believe that education is a partnership between the home and the school and we greatly value parent/carer involvement as fully as time and commitments allow. Please help us in our endeavours to provide the very best education possible for our students, in a safe, secure and happy environment.

The information contained in this booklet is designed to assist you and your child to settle into school life as smoothly as possible. Please do not hesitate to contact the School if further clarification is required.

Once again, a very warm welcome to International Jubilee Private School IJPS.

Rahma Abdulsalam

Solafa Qandil

School Principal

School Vice Principal
American Syllabus In charge

School Vision:

An Outstanding Education that enables each student to be ready for the real life challenges.

School Values:

Honesty and Responsibility.

Respect and Self-Discipline.

Achievement and Excellence.

Support and care.

Attractive and Safe Environment.

School Mission:

- Our School seeks an outstanding level of education, through a strong and a comprehensive curriculum, that includes wide range of activities, Project-Based learning dealing with the Social, Emotional side, through caring and happy environment. Provide a comprehensive professional training program to the senior and middle leaders, teachers, and teachers assistants. Focuses on parents' involvement in school planning, decision making and the extra-curricular activities.
- Also IJPS provides the opportunity for Autistic students' inclusion, by preparing for them the suitable environment of communication and proper IEP plans.
- IJPS is providing the 21st century skills through integrating Robotics Education for the grades 3-9, providing a STEM program for the grades 4-9, to prepare the student s to the real life challenges.
- IJPS is celebrating UAE culture in all the activities and the events, and as having more than 30 nationalities, we are celebrating all the nationalities in a culture made by mutual respect and full responsibility.

GENERAL INFORMATION

School Principal	Rahama Abdulsalam
Vice Principal-American Syllabus	Solafa Qandil
Business Manager, HR	Shadi Saeed
School Supervisor-American	Maymona Rahhal
School Supervisor-MOE	Abeer Sha'ban
Registration and Students Data	Hana Omar
SENCO(SEN and G&T)	Deanne Gruta
Social Worker	Maha Hazem
Accountant & Registration	Naheel Dagamseh
School Secretary	Sana Azzam
American Sec. Secretary	Amani Hourani
Transportation and Maintenance	Maryam Ayyad
English Coordinator	Nadia Qurashi
Math Coordinator	Dalia Abu Karaki
Science and Robotics Coordinator	Monica Solis
Arabic Subjects Coordinator	Esra'a Jameel
Activity and Parents Coordinator	Afzeen Ansar

Address:	Abu Dhabi-UAE Madinat Zayed	PO Box 8152 Behind Shoemart
Phone:	0097126335150, 00971505318163	
Fax:	0097126335059	
Web address:	www.ijpsschool.com	
Email:	info@ijps.ae jps-school@hotmail.com	

Students Attendance Days:

Term	Dates
Term 1	Sunday 8 September - Wednesday 11 December
Term 2	Sunday 5 January - Wednesday 26 March
Term 3	Sunday 13 April - Wednesday 25 Jun

School Calendar



مجلس التعليم الوطني
The State Education Council
السلطة الوطنية للتعليم

2013/2014 School Calendar International Jubilee Private School

	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon		
	عيد الفطر Eid Alfitr												Batch 2 NQT PD Program																			
Aug-13	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
All Teachers and Staff Orientation and PD	T1 الفصل الدراسي الأول																															
Sep-13	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	يوم عرفة + عيد الأضحية Eid Aladha																															
Oct-13	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
	العام الهجري																															
Nov-13	National D		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	CA1											Teachers and Staff PD																				
Dec-13	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
	T2 الفصل الدراسي الثاني											Mourning Days for Prophet Day																				
Jan-14	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
Feb-14	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	Teachers and Staff PD			
	CA2																															
Mar-14	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
	T3 فصل الدراسي الثالث																															
Apr-14	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	Esra and Miraj والمعراج والإسراء																															
May-14	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
	Exams 9 - الصف 9 امتحانات الصف 9																															
Jun-14	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	Exams 9 - الصف 9 امتحانات الإعادة للصفوف 6-9																															
Jul-14	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
	عيد الفطر Eid Alfitr																															

Holidays إجازات المدارس	Islamic Events إجازات الدينية	التقويمات الفصلية	Exams الإمتحانات	إمتحان الإعادة	أيام غير التدريسية
Non-Instructional Day	رمضان Ramadan				

SCHOOL INFORMATION

School Day Timing(American):

Session	Time
Morning Assembly	07:40 am
1 st Session	08:00 am - 8:45 am
2 nd session	08:45 am – 9:30 am
3 rd session	09:30 am – 10:15 am
Break Girls-G1-5	10:15 am-10:35 am
4 th Session Girls-G1-5	10:35 am-11:20 am
4 th Session Boys G6-G9	10:15 am-11:00 am
Break Boys G6-G9	11:00 am-11:20 am
5 th Session	11:20 am – 12:05 pm
6 th Session	12:05 pm – 12:50 pm
7 th Session	12:50 pm – 1:35 pm
8 th session	01:35 pm-2:20 pm

School Day Timing(MOE):

Session	Time
Morning Assembly	07:40 am
1 st Session	08:00 am - 8:50 am
2 nd session	08:50 am – 9:40 am
3 rd session	09:40 am – 10:30 am
Break Girls-G1-5	10:30 am-11:00 am
4 th Session Girls-G1-5	11:00 am-11:50 am
4 th Session Boys G6-G9	10:30 am-11:20 am
Break Boys G6-G9	11:00 am-11:20 am
5 th Session	11:50 am – 12:40 pm
6 th Session	12:40 pm – 1:30 pm
7 th Session	1:30 pm – 2:20 pm

ASSEMBLIES

Assemblies are an opportunity for the School to celebrate the success of our students and to provide information to students about events, activities and programs within the School. The School has daily assembly from 7:40 am to 8:00 am related to school comprehensive Term Projects, Daily UAE Culture celebration, Shiekh Zayed and Skiekh Kahlifa Famous Saying and all the International Events.

1st Term Project: Living Safely.

2nd Term Project: Environmental Awareness.

3rd Term Project: My Family.

APPOINTMENTS

Regarding the importance of School\Parent Communication impact on the student's progress, we would like to welcome the parents in the Coordinators\Administrators Office Hours.

****Kindly find the following schedule in case you need to follow your son\daughter academic, social, and behavioural performance: as you can call the mentioned specialists.**

**** The student's Parent\Guardian should take an appointment according to the Schedule mentioned times before 2 days at least from the American Syllabus Secretary Ms. Amani Hourani; so the school can prepare all Student's Performance Data, that can help you to get a comprehensive outline for his\her progress.**

****The parent can take one appointment monthly in the beginning of every month. So all the student's reports, Diagnostic results can be ready, unless that the parent can leave his\her message by calling the American Syllabus secretary.**

****In case of urgent and simple matters, you can call the American Syllabus secretary Ms. Amani Hourani to leave your message, and she will inform the Administrator\Coordinator to take the proper action.**

	Officer\Coordinator	Position	Available Office Hours	Contact Number
Letters and taking appointments.	Ms. Amani Hourani	American Syllabus Secretary.	Daily 8:00 am-1:00 pm	050-5318163
Behavioral Issues And Students Affairs	Ms. Maymona Rahhal	Students Supervisor.	Daily 9:00 am-1:00 pm	050-5318163
Registration and student's Data	Ms. Hana Omar	Students Registration.	Daily: 9:00 am- 1:00 pm	050-5318163
SEN (SEN and Talented Students).	Ms Deanne Solis	SENCO	Monday-Tuesday 11:00 am-12:00 am	050-5318163
Social Worker	Ms Maha Hazem	Students Behaviour-Case Studies-G&T-SEN	Monday-Tuesday 11:00 am-12:00 am	050-5318163
Transportation Issues	Ms. Mariam Ayyad	Buses Coordinator.	Daily 7:30 am-1:40 pm	02-6335150 02-6335058
Registration and accountant Office	Ms. Naheel Daghmseh	Accountant.	Daily 7:30 am- 1:30 pm	02-6335150 02-6335058
English Subject Matters	Ms. Nadia Azeem	English Coordinator.	Monday-Tuesday 11:00 am-12:00 am	050-5318163
Arabic Subjects	Ms. Esra'a Romi	Arabic Subjects Coordinator.	Monday-Tuesday 11:00 am-12:00 pm	050-5318163
Arabic For Non-Arab G2-G9	Ms. Esra'a Romi Ms Seham Ibrahim	Arabic Subjects Coordinator.	Monday-Tuesday 11:00 am-12:00 am	050-5318163
Islamic for Non-Arab G1-G9	Ms. Esra'a Romi Ms Afzeen Ansar	Arabic Subjects Coordinator.	Monday-Tuesday 11:00 am-12:00 am	050-5318163
Math Subject Matters	Ms. Dalia Ali	Math Coordinator.	Monday-Tuesday 10:00 am-11:00 am	050-5318163
Science Subject Matters	Ms. Monica Solis	Science Coordinator.	Monday-Tuesday 11:00 am-12:00 pm	050-5318163
Students Council	Ms afzeen Ansar Ms Deanne Solis	Activity Coordinator.	Monday-Tuesday 9:00 am-10:00 am	050-5318163

ABSENCES

Students must attend school regularly in order to ensure satisfactory learning outcomes. If a student is absent from school it is essential that the school be notified as to the reason for the absence. This can be done through either:

- Phone call to School Supervisor.
- E-mail to info@ijps.ae or jps-school@hotmail.com
- Doctor Sick leave or Written letter explaining the absence in case of any circumstances.

Multiple unexplained absences will be investigated by the school's supervisors. Formal correspondence will be sent home if absences reach three days in a row without explanation.

ACCIDENTS

In case of serious illness or accident, parents'/carers' wishes, as indicated on the family record card, (completed from the enrolment form), will be carried out. Students who have an accident at school will be given basic first aid by the school Nurse. Whenever the slightest doubt exists, we will contact the parent/carer and/or refer the cases to the appropriate medical personnel. In some cases it may be necessary to call an ambulance. Khalifa Hospital in Abu Dhabi has implemented an ambulance. It is vital that emergency contact details are kept up to date. .

Please note that parents/carers are advised that the School does not have Personal Accident Insurance cover for students. It is a personal decision for parents as to the type and level of private insurance they arrange to cover students for any accidental injury that may occur.

ARRIVALS AND DEPARTURES

Students are asked not to arrive School before 7:15 am. IJPS is unable take responsibility for students who arrive before this time. Students are expected to be in the covered playground areas until the morning assembly bell, when they need to move to their classes/assemblies and prepare for the day. It is expected that all students will depart the school grounds by 2:20 pm as maximum, unless they are involved in an after school activity.

Parents/carers are requested to park in the outside school car park, and requested to come inside the school to the waiting room before 2:20 pm, and it is not accepted to wait for their kids to leave the school gate without their parents.

Parents/carers of students arriving late or collected early are required to sign their children in (or provide written consent) or out at the school supervisor office. A late slip will be issued for the student to present to the class teacher. If a person other than the parent/carer is to collect a child early from school, authority to do so will be required by letter. Proof of identity will also be required before the child is released, and exit slip will be issued to them from the supervisor office, to be given to the school security guard to allow their early leaving, and this will be just in very narrow and urgent issues.

ASSESSMENT POLICY

IJPS adheres to a non completion policy requiring students to be engaged in assessment tasks and to complete all tasks unless exceptional circumstances prevail. At all times students will be supported to complete key assessment tasks through scaffolding and sequenced learning experiences provided in class and through homework and personal study tasks. A range of assessment tasks will be used to assess student performance as: -

Types of Assessment and tests conducted at IJPS:

1. Readiness Exam.
2. Multiple Intelligences Test.
3. Weekly Quizzes.
4. Progress chart.
5. Monthly diagnostic Test.
6. Term end Tests.
7. Practical Tests.
8. Iowa base-line Tests.
9. Descriptive Feedback.
10. Self and Peer-assessment.
11. Authentic Assessment.
12. Specific Area Observation, eg. Behavioral Issues or area of concern nominated by the subject teacher, and mainly conducted by School SENCO, the School Social worker, or the school supervisor.
13. Performance-Based Assessment for Science Subject.
14. Stanford Binet Assessment and some special types of assessment will be used starting from 2013-2014, for the G & T and the SEN.

Assessment Policy Vision

Our goal at IJPS is to produce independent learners, **ready for real life challenges**. We encourage our students to be creative and imaginative and develop a life time love of learning.

What is Assessment for Learning?

*Assessment *for* learning is not the same as assessment *of* learning.

*Assessment *for* learning is **formative** and takes place all the time in the classroom (**AfL**).

AfL is: ‘the process of seeking and interpreting evidence for use by learners and their teachers to decide where their learners are in their learning, where they need to go and how best to get there’

AfL gets straight to the heart of good teaching by:

- Helping teachers help students to take the next steps in their learning.
- Helping students to help each other to take the next steps in their learning.
- Helping students themselves to take the next steps in their learning.

What is Assessment of Learning?

Assessment *of* learning tends to be **summative** and is carried out periodically **unit or term or year**. The teacher undertakes this kind of assessment to judge performance. Conclusions will be reported in terms of grades, marks or levels.

It is not always recognized though, that by sharing expectations and targets with students, assessment *of* learning can contribute to assessment *for* learning. For example, given the opportunity to:

- Mark, moderate and review test papers.
- Review their performance against test criteria and set personal targets.
- Revise test questions.

Assessment for learning Policy: emphasizes that good assessment for learning:

- Is an essential component of teaching and learning



- Involves sharing learning goals with students
- Aims to help students to know and to recognize the standards they are aiming for.
- Involves students in Self-Assessment.
- Provides feedback which leads students recognizing their next steps and how to take them.
- Involves both teacher and students reviewing and reflecting on assessment information.
- Questioning
- Giving Feedback to Students.
- Peer and Self-Assessment.
- Formative use of summative tests.

Questioning:

3 Types of Questions:

1. **Open-ended Questions:** Thinking, generating, integrating, synthesizing, and evaluating.
2. **Factual Questions:** Direct Knowledge, Recalling Information
3. **Procedural Questions:** Related to classroom management and organization.

The following strategies used to engage students in thinking:

-Think Time (Wait Time): 3 seconds

The addition of a minimum of three seconds of “think time” has been shown to improve the quality of student response and student learning. All students expected to contribute the discussion. (Rowe, 1986)

-Think-Pair-Share:

Think-Pair-Share is a cooperative learning strategy that enables students to formulate their thoughts and ideas in advance of sharing them with their peers (Lyman, 1981).

-“No Hands” Strategy:

Asking all students and not just waiting for who will raise his hand.

-Creating a Safe Environment:

Teachers can nurture a culture of learning by promoting a climate of openness where all responses are accepted, all students are respected, and mistakes are treated as rich opportunities for learning.

Giving Effective and Descriptive Feedback to Students:

–“Only giving grades or marks pushes students into “ego-centered” learning (**Just me**). It is depressing for weaker students, and does not inform stronger students about how they can continue to improve”.

2 Types of Descriptive Feedback:

- 1- Oral Feedback.
- 2- Written Feedback: Checking the Books, worksheets, workbooks, Homework...etc.

In order to have correct and **effective Feedback**, the Feedback and the assessment should be **modelled** by the teacher and looking at **exemplars of work together**, and the Descriptive feedback process should be as the following:

- 1- **Telling a strong point.**
- 2- **Mention 2 areas of improvement.**

- ⊗ Give targeted Descriptive feedback instead, so that the focus of the learning becomes the effort needed to improve, not the ego of the student concerned – evidence shows that this is particularly effective with weaker learners.
- ⊗ Make feedback formative – “Next you need to...”
- ⊗ Build follow-up opportunities to act on feedback into your lesson planning.
- ⊗ Feedback is useless unless acted on.

Peer-Assessment and Self-Assessment:

- The aim of each piece of work should be made clear.
- The assessment criteria should be made clear by the teacher.
- Peer assessment is an effective way of making assessment less threatening – students may learn as much or more from each other. Students need training to do this.
- “Traffic Lights” – the colored cards at the end of the planner – can be used to facilitate peer assessment.

The Formative Use of Testing:

- ❖ Evidence shows that if students are trained to generate questions or titles and then answer them, the quality of their answers is better, because they have a deeper understanding of the aims of the assessment process.
- ❖ Revision for tests should be planned through a review of the learning eg. What were the aims of the learning that were undertaken?
- ❖ Through using assessments such as Final Exam (summative), teachers can get students to reflect on their exam technique and answers

Attached: Full IJPS Assessment Policy.

STUDENTS COUNCIL

What is a Student Council?

A Student Council is a representative structure through which Students in a School can become involved in the affairs of the School, working in partnership with School Management, Staff, Parents and Community for the benefit of the School and its Students, and involved in the decision-making process and planning .



Values

Justice, Service, Compassion, Patience.

Key Functions of Student Councils

The functions and activities of a Student Council should support the aims and objectives of the Council and promote the development of the School and the welfare of its Students. In planning and undertaking activities during the course of the School year, the Council should:

- Work closely with School Management, Student Council Advisors, Teachers, Parents and Community.
- Consult regularly with Students in the School.
- Involve all Students in as many possible activities of the Council.

There is a wide range of activities of benefit to the School community which a Student Council may wish to undertake, some of which are outlined below:

Representing the views of the Student Body to the School Management

This should be one of the fundamental aims of every Council. It involves talking and listening to the Student Body, considering their views and concerns, and discussing these with the School Management on behalf of the Students.

Promoting good communication within the School

Improving communication within the School community is a shared responsibility and a Student Council can contribute to this process with the proper consultation of the Student Council Advisors. Keeping a Student Council notice-board or organising a regular Newsletter are just some ways the Council can communicate with the Students, School Management and Staff, and Parents.

Volunteering

The Student Council will be forming a Volunteer Group which will encourage the habit of Volunteering in all students and focus of helping out the School and Community in any way they can. The Various tasks the Volunteer Group will undertake are:

Supporting the educational development and progress of Students

The Students Council Volunteer Group can contribute to the learning environment for Students in the School by, for example, setting up Study Groups for Students in exam classes or Homework Clubs, or organising lunchtime activities etc.

Contributing to the development of School Policy

The Student Council, as a part of their volunteering, can actively contribute to the development of School Policy in a wide range of areas such as Bullying, Uniform Requirements, Behaviour Code and Extra-curricular activities. The Council could form sub-committees to consider individual Policy issues, to consult with Students, Staff and Parents on those issues and to represent the Council's views on those issues to School Management.

Assisting in School Sporting and Cultural Activities

Student Councils Volunteer Group can assist in organising and developing Sports and Cultural activities within the School, including for example, Sports Day and Drama or Musical events.

Assisting with or organising fund-raising events for Charity

Student Council Volunteers can organise events both within the School and involving the wider community, for the purposes of raising money for designated Charities (After receiving approval from the ADEC).

Attached: Full Students Council Policy.

CURRICULUM

- IJPS provides a strong and a comprehensive curriculum, that includes wide range of activities, Project-Based learning dealing with the Social, Emotional side, and play-based learning in Kindergarten stage through caring and happy environment.
- Also IJPS provides the opportunity for Autistic and SEN students' inclusion, by preparing for them the suitable environment of communication and proper IEP plans.
- IJPS is providing the 21st century skills through integrating Robotics education to the grades 3-9, providing a STEM program for the grades 4-9, to prepare the students to the real life challenges.
-

Our goal is for our students to emerge as:

- **Motivated**
- **Emotionally intelligent**
- **Reflective and resilient**
- **Investigative thinkers**
- **Disciplined**
- **Active participants**
- **Numerate and literate**
- **Successful and Creative.**

Students study the following subjects at IJPS:

Kindergarten:

Kindergarten	
Core	Non-Core
English	Art
Math	Music
Science	PE
Arabic	Drama
Islamic Studies For Muslims	

Primary Stage-Cycle 1:

Grade 1		Grade 2		Grade 3		Grade 4		Grade 5	
Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core
English	French	English	French	English	Robotics	English	Robotics	English	Robotics
Math	Drama	Math	Drama	Math	French	Math	French	Math	French
Science	Arts	Science	Arts	Science	Drama	Science	Drama	Science	Drama
Arabic	Music	Arabic	Music	Arabic	Arts	Arabic	Arts	Arabic	Arts
Islamic Studies For Muslims	PE	Islamic Studies For Muslims	PE	Islamic Studies For Muslims	Music	Islamic Studies For Muslims	Music	Islamic Studies For Muslims	Music
Social Studies	Career Guidance	Social Studies	Career Guidance	Social Studies	PE	Social Studies	PE	Social Studies	PE
					Career Guidance		Career Guidance		Career Guidance

Secondary Stage-Cycle 2:

Grade 6		Grade 7		Grade 8		Grade 9	
Core	Non-Core	Core	Non-Core	Core	Non-Core	Core	Non-Core
English	Robotics	English	Robotics	English	Robotics	English	Robotics
Math	French	Math	French	Math	French	Math	French
Science	Drama	Science	Drama	Science	Drama	Science	Drama
Arabic	Arts	Arabic	Arts	Arabic	Arts	Arabic	Arts
Islamic Studies For Muslims	Music	Islamic Studies For Muslims	Music	Islamic Studies For Muslims	Music	Islamic Studies For Muslims	Music
Social Studies	PE	Social Studies 1	PE	History	PE	History	PE
	Career Guidance	Social Studies 2	Career Guidance	Geography		Geography	Career Guidance
				Social Studies 2		Social Studies 2	

Assessment, Data Analysis And Reporting

Whole School System for Assessment *of* Learning:

a) Tracking and monitoring

At IJPS we are working towards a whole school system which tracks and monitors students with regard to their prior **attainment**, what they are currently achieving and where we expect students to have reached by the end of each year.

b) Written Reports

1-Parents and students receive one academic report per term and at the end of the year. This style of report is made up of individual subject reports, which contains an overview of academic progress.

2-Performance Progress report: monthly progress report tracks the progress of independent classwork, doing the home work regularly, and the behavior.

This report for the school to track the students' progress, and it can be send to the parents monthly according to their request.

3-Weekly report: includes the marks of the subjects' weekly quizzes, narrative report, and behavioral progress.

This reported is sent to the parents according as per agreement between the level coordinator or subject's coordinator and the parent to track the progress of individual student.

4-Termly report: A report specifically provided for SEN students to keep track of their progress according to their IEPs

c) Data Analysis

Regular data analysis is conducting by the teachers, Subjects leaders, School SENCO, Vice Principal and Principal as the following:

- **Readiness Exam** results analysis by the teachers and the subjects leaders, which can contribute in setting the students grouping, seating charts, planning the required differentiated instruction.
- **Multiple Intelligences Test:** by the Subjects leader, which gives an indicator in how instruction will be differentiated according the students intelligences and learning styles.
- **Weekly Quizzes** data analysis by the teachers and is sending to the subjects leader to discuss and co-construct the next step.
- **Progress chart Analysis:** by the teachers and the subjects' leaders and communicating with the parents when needed.
- **Monthly diagnostic Test** in English, Arabic and Math, which conducted by the subjects' leaders, and discussed with the subjects teachers and Parents of low-achievement parents.
- **Summative Tests Analysis:** by the subjects' teachers, to put the needed improvement plans and enrichment plans by defining the success criteria.
- **Practical Tests:** In Science Subject, conducted by the end of the term.
- **Performance-based Assessment** in Science Subject.

d) Subject Leaders

Conduct **monthly diagnostic tests** in the basic Skills of English, Arabic and Math as the following:

English: Reading Writing and Spelling (Dictation).

Arabic: Reading and Spelling (Dictation).

Math: G1-G2: Addition and subtraction according to the Grade Level Standard.

: G3: Addition, Subtraction, in addition of multiplication table in the second term.

: G4-G9: Addition, Subtraction, Multiplication and division.

e) External Assessment of Learning:

The school is conducting IOWA base-line tests ITBS in June from KG2 to G9 in Math and English language Arts and Science for some classes, and comparing the results with the school summative exams results, then analysing to discover the strengths and areas of improvement, then put the suitable plans for the next steps.

f) Celebration

At IJPS we aim for every child to 'enjoy and achieve'. We celebrate the fact that all our students can learn. We regularly reinforce this message through for example our frequent marking of students work, assemblies, merits and honor certificates , parents open days and moving up certificates. We also celebrate the fact that our students improve in the basic skills by making spelling bee events, Science and Math Olympiad, Science Fair.....etc.

g) Monitoring

Subject Leaders are responsible for monitoring the implementation of this Assessment of Learning policy by means of the regular review of students' work and teachers' assessments to ensure consistency and high standards across the faculty/department.

h) Evaluation

This policy will be evaluated as a part of the school self-evaluation and self-improvement process. Our strategies will include:

- ✚ Assessment working party and leadership group and trustees keeping the policy under review.
- ✚ Consulting with middle Leaders.
- ✚ Consulting with students and parents.

ADMISSION POLICY

Admission package contains:

1. Previous School Recommendation Form.
2. Application Form.
3. Documents needed.
4. Health Form.
5. Bus Form.
6. Admission Policy.

Admission Eligible Age:

IJPS	USA/Canada/ Europe/International	Age by September 15 th for same year.
KG1	KG1	4 years - 5 years
KG2	KG2	5 years - 6 years
Grade 1	Grade 1	6 years - 7 years
Grade 2	Grade 2	7 years - 8 years
Grade 3	Grade 3	8 years - 9 years
Grade 4	Grade 3	9 years - 10 years
Grade 5	Grade 5	10 years - 11 years
Grade 6	Grade 6	11 years - 12 years
Grade 7	Grade 7	12 years - 13 years
Grade 8	Grade 8	13 years - 14 years
Grade 9	Grade 9	14 years – 15 years

***No exception will be considered.

How to Apply?

First : Students from G2-G9

1. The parent should come personally to school and show their interest to register his son/daughter at IJPS.
2. The following consideration will be taken:
 - a. Checking the eligible admission age, and no exceptions will be accepted.
 - b. The parent should take the admission package: including the recommendation form that should be filled from the previous school in an enclosed envelope and stamped confidentially by the previous school stamp for the grades from G2 to G9, also filling the attached forms, bringing all documents needed.
 - c. The parent should return all these requirements, and wait for the school call for the written and oral exam.

- d. The school has the right to accept or reject the application.
- e. Factors will be considered to accept the new admissions:
 - The student age.
 - Recommendation Form.
 - Student's academic Level.
 - Student social and English communication skills.
 - Student's Behavior.
3. The student will attend the written Exams and the oral interview according to the agreed date.
4. The exam will be checked by the admission committee, and call the parent for the final result.
5. Then the parent should come to register his son/daughter after signing the School Admission Policy in the supervisor office, and sign the financial agreement at the accountant office.

Second: Students in KG1, KG2, G1:

An interview will be held with the child checking the following:

- **KG1:** - Shapes, Colors, Numbers 1-10, Basic English speaking that can be used for regular daily life, communication skills and behavior.
- **KG2:** English alphabets (Distinguishing, writing), Numbers 1-50(Distinguishing) and 1-30(writing), colors, shapes, basic addition and subtraction, speaking, communication skills and behavior.
- **Grade 1:** Reading simple words CVC, CCVC,...etc, writing, V. good reading and speaking skills, very simple Math word problems, Numbers 1-100, Addition-Subtraction within 1-10, communication skills and behavior.

Arabic, Islamic and UAE Social Studies:

All students from KG1 onward are required to learn Arabic as per UAE law. First language Arabic speakers and Learners of Arabic as a second language follow an enriched version of the appropriate UAE syllabus.

The UAE Social Studies syllabus is incorporated into IJPS Program. IJPS provides Islamic Studies for Muslim children as per UAE law.

Conditional Registration / Acceptance

Students not meeting minimum placement standards, or those unable to arrange exam or the interview may be given a conditional acceptance by the Principal. Students will be allowed one semester to meet the specific conditions of acceptance.

A conditional acceptance offer has a time limit after which point the enrolment offer will be reviewed. Unless otherwise agreed upon, this type of offer is usually limited to 6 weeks. IJPS reserves the right to withdraw the child's place if at the end of a term, and after due consideration, it is determined that IJPS cannot offer sufficient or suitable support for a student and continued enrolment would be detrimental to the well-being and progress of

the child or the rest of the students in the class.

Behavior

In case of discovering behavioral problem or ADHD Disorder that can affect teaching and learning process, classmates or can form any danger on him/her and classmates/teachers, IJPS Reserves the right to withdraw the child's place at any time of the year.

Special Education Needs

The school does not offer a comprehensive special education program. Programs for students with learning difficulties are limited in terms of facilities, materials, staffing and community services.

English Language Instruction

English is the language of instruction and daily operation at IJPS. We aim for all students to become fluent English speakers, able to read and write in English at an operational level for their age. IJPS honors and recognizes mother-tongue language, values and supports the acquisition of additional languages.

Tuition Fee Payment

Tuition fees are due at the time the acceptance letter is signed and returned by parents. Invoices will be sent out following enrolment confirmation, with first term fees payable prior to the start of classes. Students will not be permitted to start school unless the first semester tuition fees including Text Books and School Uniform, are paid.

Registration Fee, Books and Uniform Fees are non-refundable.

Respect: The parents are expected to deal with all school members with respect, loud voice and insulted words are unacceptable.

***Payment Details: can be taken from the accountant office.

WEEKLY EXTRA-CURRICULAR ACTIVITIES

**Kindergarten
Grade1- Grade 3**

Grades 4- 9:

The school is providing Clubs for G & T Students to expose them to different experiences, so they can discover their interest and future pathways:

1. STEM (Robotic Club).

2. Chess Club.
3. Debate Club.
4. English Drama Club.
5. Arabic Drama Club.
6. Journalism Club.
7. Art and Music Club.
8. Scouts Club.
9. Reading Club.
10. Qur'an Club.
11. French Club.
12. Mental Math Club.
13. Karate Club.
14. Ballet Club.

HEALTH

If your child is sick, it is best to keep him/her at home. Please consider your child's well-being, as the school has limited facilities and personnel to care for sick children. If your child becomes sick at school, the parent or emergency contact, as detailed on the admission form, may be contacted. If the parent/carer is contacted they will need to sign the student out at the supervisor office. Under these regulations children may be excluded from school if they contract a number of illnesses.

Medication

It is occasionally necessary for a child to have **prescribed medication** while at school. The following procedures must be followed:

1. Notify the school nurse in writing or by phone in case the parent cannot leave his work of a health condition requiring medication at school.
2. Request the school nurse in writing or by phone in case the parent cannot leave his work to administer prescribed medication or to assist in the management of a health condition.
3. Notify the school nurse in writing or by phone in case the parent cannot leave his work, of any requests and/or guidelines from medical practitioners including potential side effects or adverse reactions.
4. Provide medication in original labelled container to the school nurse.
5. Ensure the medication is not out of date and has an original pharmacy label with the student's name, dosage and time to be taken.
6. Notify the school nurse in writing or by phone in case the parent cannot leave his work when a change of dosage is required. This instruction must be accompanied by a letter from a medical practitioner.
7. Advise the school nurse in writing or by phone in case the parent cannot leave his work and collect the medication when it is no longer required at school.

Asthma

Children who suffer from asthma may keep puffers in their classroom or on their person provided a written request is forwarded to the school by the parent, along with guidelines and procedures from the family doctor, for the student to be responsible for administering his/her own medication.

Medication Management Plans

Students with complex medical requirements (such as allergic reactions), or more than one condition may require individual management plans. These plans should be reviewed annually, signed by a parent/carer and revised when medication and/or health status change. The following information may be included in the plan:

- Telephone numbers for parent/caregiver, medical practitioner and ambulance

- Requirements - medication, dosage, when and how medication is administered
- Triggers, reactions, warning signs and symptoms of a possible emergency
- Instructions from a family doctor regarding emergency first aid treatment
- Limitations or guidelines for specific activities such as swimming, sport, outdoor education, camps and physical education.

School Nurse

The School has a Nurse to provide support services to students and families. This role provides support and information in relation to physical, social, emotional, health awareness.

EMERGENCY PROCEDURES

Procedures for emergency evacuations are displayed in classrooms and practised on a regular basis. Staff, students and volunteers need to be familiar with the procedures to ensure their own safety in the event of an emergency.

HOMEWORK

Regular and purposeful homework is an essential component of the learning process. Homework also promotes self discipline and personal organisational skills which are important elements of life long learning. Homework is an expected requirement of all students at IJPS. Homework will be given regularly each week and will generally include reading, consolidation or revision of work done in class and completion of assessable tasks or assignments, and some Multiple Intelligences Choices Tasks. Students entering Cycle 2 will notice a change of emphasis from prescribed daily tasks to an increased assignment load and a greater requirement for independent study. The amount of homework set is subject and year specific. Homework will be:

- Set by class teacher as seen appropriate to unit objectives
- Given through the weekly plan.
- Regularly and purposefully set and may include set class work not completed
- Directly related to materials and concepts being studied in class
- Set with a due date for completion
- Checked by the teacher regularly and feedback given to support student progress through the term and in end of semester reporting.

School Policy on Giving Feedback to Students:

For effective feedback to take place the students need to know what the learning objective was in the first place.

Form of feedback

- The type of feedback students get on their work will vary according to the subject. In Robotics, Drama, PE, Art and Music for example, much of the feedback will be oral. In fact much of the best feedback in **all** subjects is oral **while** the students are working.
- **Written/oral comments** need to highlight what has been done well and a brief indication/target of how the student can improve.
- Students work more productively on targets and corrections if **no grades** are given.
- Give learners time to **absorb and act** on teacher feedback.

- Periodic use of levels/grades can be helpful if a **summative** judgment is required eg on a specific piece of work once or twice a term.
- The use of grades **will vary** according to the key stage.

Frequency of marking

- ✓ **Frequency** of feedback is crucial because it increases student motivation and reflection of their work.
- ✓ The **frequency** of marking students work will vary from subject to subject, but for most subjects it should be done once every session (Day by Day). In Robot, Art, Music, Drama and PE most of the feedback is not written, but oral.
- ✓ Every homework needs to be **checked** it has been done on the date it is due.

Teacher Responsibilities:

- Develop an effective routine for managing homework.
- Set relevant homework appropriate to the content being studied in class and individual student abilities.
- Set realistic due dates.
- Ensure students understand what is required to complete set homework to a satisfactory standard.
- Check homework regularly to ensure efficient time management skills are being practised.
- Provide feedback.
- Inform the Subject Coordinator to communicate with parents/carers if homework is not completed and support required.
- Liaise with Learning Support staff to modify homework tasks to meet the needs of individual students as required.
- Record student progress, success and difficulties and summarise in end of semester reporting.
- Providing multiple intelligences HW choices twice a week at least in every subject.

Student Responsibilities:

- Checking the online class weekly plan for the daily HW. www.ijpsschool.com/weeklyplans
- Informing the teacher of any difficulty with completion of homework **before** due date.
- Ask for help from teachers or parents/guardians if required.
- Attempting all homework.
- Completing and submitting homework by the due date.
- Spending sufficient time every on homework so it is completed to a satisfactory level by the due date.
- Being aware of the class timetable for the next day.
- Developing a weekly timetable for homework tasks.

Parents Responsibilities:

- Checking student weekly/daily plans regularly and sign if required.
- Supporting homework procedures and reinforce the importance of homework.
- Contacting the class teacher as soon as difficulties arise, including if an extension is required.
- Assisting in longer-term time management.
- Checking completed homework tasks.
- Ensuring students have the necessary resources.

- Providing time and an appropriate environment for homework.
- Assisting their child in making wise decisions in order to maintain a healthy balance between school, home and extra curricular activities.

Subjects Coordinators and SENCO Responsibilities:

- Consultation with teachers at faculty meetings re type and amount of homework.
- Assisting teaching staff to modify homework and assignment tasks to meet individual student needs.
- Discussing the expectations regarding assignment work to be completed out of school hours in faculty planning meetings so that consistency is achieved.
- Coordinating assessment calendars including assignment due dates for each term/semester.
- Regular visits to classes to check homework diaries, student progress and commitment to the completion of homework.

LOST PROPERTY AND THINGS

The School will endeavour to ensure all ‘named’ lost property will be returned to a child’s class. Please don’t send students to school with valuable items; *if* these are found they will be held at the office until the end of the school day for collection. All unmarked lost property will be held in the supervisor office. Unclaimed items will be recycled at the end of each term.

MOBILE PHONES / ELECTRONIC DEVICES

It is not allowed under any condition to bring mobile phone or any electric devise, unless that the admin has the right to take it and keep it to the end of the year, then it can be given to the student parent only

PLAGIARISM

Plagiarism is the use of other person’s ideas, work or research data and passing them off as your own, without acknowledgement. This practice is dishonest, unethical and may be illegal. The school forbids plagiarism.

Plagiarism includes:

- Word for word copying of paragraphs or whole sentences from one or more sources such as books, articles, internet sites without referencing;
- Submitting another students work in whole or in part;
- Submitting work that has been written by someone else on the students behalf (including family members);
- Collaborating on a piece of work designed for individual assessment by two or more students to produce a common product.

Rules concerning plagiarism extend to the use of electronic media i.e. internet films, television and radio broadcasts, images such as computer art and photographs.

QUERIES/COMPLAINTS PROCESS

You may have cause to query a decision or raise an issue relating to your child's education. IJPS is committed to ensuring all concerns are dealt with in a fair and equitable manner. **A written complaint form should be filled** and given to the school complaint committee to investigate and resolve the concerned issue.

The parent should be inform by the instigation procedure, the outcomes, and the resolution steps was taken.

REFERENCING

Referencing means providing information about a publication (book, journal article, video, website, CD Rom etc.) that allows someone to identify and locate that publication. When presenting an assignment, report or essay students are required to identify and acknowledge all quotations, ideas, paraphrased comments, pictures, diagrams etc. that are not their own.

What needs to be referenced?

- Books, journal articles, magazines and newspapers
- Films, documentaries, television programs, videos and DVDs
- Advertisements, pamphlets and brochures
- Web pages, CD roms, and other computer based resources
- Personal correspondence such as letters or emails
- Unpublished documents such as notes, theses or personal papers
- Speeches or lectures
- Illustrations, maps, diagrams, pictures, tables or charts.

THE PARENT- PARTNERSHIP

Parent council was established to facilitate the development of a common vision for the school.

Members work together to facilitate communication, planning, and resource allocation regarding priorities and programs that are needed in the school community.

Parent council does not manage the day-to day operations of the school.

Parent council respects the roles of the school staff. Parent council neither governs the school, nor involves them directly in determining professional practices.

At a meeting that has no elected executive, the principal must decide who is to act as the chair and who is to act as the secretary.

Why Parents Council?

- Because parents are important and makes a real difference to the child's learning.
- To work together with everyone involved in school life – Parents, Learners, teachers, School staff and the wider community – to support the school.
- To make sure that all parents have a say in their children's education – and are able to express their views and wishes.
- To build links and involve parents with the wider learning community, events and decision-making process.

Parent Council Membership

The Parents council must consist of Parents of the children attending the school Teachers, Local Parents and members from Administration of MOE and American Section. The Parents Council will have 12 members (neither more, nor less) according to the ADEC policy.

VOLUNTEER PARENTS

Our school also accepts as parents' volunteers those participating in:

1. Teaching placements.
2. Work experience.
3. Awareness Workshops.
4. Reading Campaign Support.
5. Qur'an Campaign.
6. Events Organizing.
7. Students enrolled in other related courses, and other volunteer referral programs.
8. Subjects Intervention Programs.
- 9.

STUDENT DRESS CODE

Uniform

- Students are required to wear their full uniform including fully enclosed black shoes and plain white ankle socks, White T-Shirt with school logo, and Dark Blue Trousers each school day and for all formal occasions such as excursions, awards night, school photos, other school or public functions.
- For PE Day: White T-Shirt with school logo, and dark Blue Sports Training Trousers.

Jewellery

The school has a policy of **NO** jewellery, with the following exceptions:

- Girls may wear one pair of small plain earrings in the ears only and a watch. All other items of jewellery, such as rings, necklaces, bracelets, medallions, anklets and any form of external piercings are **NOT** permitted.

Hair

- Boys are required to keep their hair cut neat and tidy so as not to interfere with their learning and to reduce the transfer of head lice. Long hair for girls must be tied back.
- In the interests of Workplace Health and Safety, Girls may be required to tie long hair.
- Hair accessories **MUST** be white color.
- Exotic hairstyles and unnatural hair colouring is not acceptable.

Non Compliance with School Dress Code

Under the code of conduct the school may give behaviour letter, in case of repetition the student may be preventing from school or events, trips attendance.

Non Uniform Casual Clothes Days

Non uniform days may occur at some activities and events. Students who do not wish to participate in the activity must wear their school uniform. Students wishing to participate in the activity are expected to come to school dressed in such a fashion that:

- Is suitable and appropriate.
- Will allow individuals to fully participate in the set activities for that day.
- Is inoffensive.
- Is related to Islam, and UAE Culture restrictions.

Specifically this means:

- Substantial footwear should be worn. The foot should be fully enclosed.
- Clothing will not bear words or messages which may be offensive to others.
- No singlets/tank tops/sleeveless ensembles.
- Girl's skirts should be of reasonable length.
- No makeup.
- No jewellery as per dress code due to Workplace Health and Safety.

STUDENT RECORDS

It is important that family and student information is kept as up to date as possible. Therefore, we ask that if there is any change of circumstances, such as change of address or phone number, that the school be notified in writing as soon as possible.

USE OF SCHOOL GROUNDS AFTER SCHOOL AND SCHOOL VISITORS

Unless involved in pre-organised events and activities, students are discouraged from remaining in the School grounds after the end of the school day.

During the school holidays students are not permitted to access the school grounds.

All visitors to the school must sign in as a safe and secure environment is a priority, through Client Services. Unauthorised persons will be asked to leave the school grounds.

Once again, welcome to IJPS School. We look forward to working in partnership with you to ensure your child reaches his or her potential in a safe and happy learning environment.

IJPS Admin