

**CHOITHRAM INTERNATIONAL**  
**IB - MIDDLE YEARS PROGRAMME**

**HAND BOOK 2024-25**



<sup>1</sup> <https://www.ibo.org/globalassets/new-structure/icons-and-logos/images/myp-eassessment-2284x400-en.png>



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### **IB Mission Statement**

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

<sup>2</sup> <https://www.ibo.org/globalassets/new-structure/icons-and-logos/images/myp-model-en.png>

## **IB Learner Profile**

### **INQUIRERS**

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

### **KNOWLEDGEABLE**

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

### **THINKERS**

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

### **COMMUNICATORS**

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

### **PRINCIPLED**

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

### **OPEN-MINDED**

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

### **CARING**

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

### **RISK-TAKERS**

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

### **BALANCED**

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

### **REFLECTIVE**

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

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# Education Service Unit

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## Message From Head of School

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*Greetings to Parents and Students,*

*I am delighted to welcome you to a new academic session at Choithram International. This is the beginning of an exciting journey of learning and growth for all of us.*

*At Choithram International, we aim to provide a supportive and inclusive environment that fosters academic excellence, character development, and holistic growth. Our devoted team of educators is dedicated to guiding and inspiring each student to achieve their full potential.*

*Parents, I thank you sincerely for your trust and support. Your active participation in your child's education is essential, and we hope to work collaboratively with you to create a fruitful learning experience.*

*To our students, welcome this new academic year with eagerness and a hunger for knowledge. Take every opportunity to explore, discover, and grow. Remember, you have the power to shape your future.*

*I wish you all a successful and fulfilling academic journey at Choithram International!*

***Regards***

***Rajesh Awasthi***

***T. Choithram Foundation***

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## OUR VISION

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Creating Learning experiences that foster Intellectual Curiosity, Confidence and Compassion in Individuals and nurture them into Balanced, Resilient and Responsible Citizens who celebrate diversity.

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## IB MISSION STATEMENT

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The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the IB works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

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## SCHOOL MISSION STATEMENT

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We aim to create a joyful, friendly atmosphere in a stimulating environment, where learning is a pleasurable activity and the flame of positivism is kindled to bring about an integrated individual who has a strong belief in himself.

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## ABOUT THE SCHOOL

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Choithram International brings International Education Programmes to the doorsteps of people of Indore and M.P. It is the first IB World School in Central India. It caters to the academic needs of students from 3 to 18 yrs of age, providing education at all three of IB Programmes - PYP, MYP and DP.

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## ACCREDITATION

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The school is the first IB World School in Madhya Pradesh. The school's registration number is 002328.

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## SCHOOL TIMINGS

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- Grade 6 to 12 Monday to Friday 8.00 a.m. to 2:30 p.m
- 1st and 3rd Saturday - 8.00 a.m. to 11.30 a.m. (8:00 a.m. to 2:00 p.m. on the days of Service visits)

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## VISITING HOURS

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- Head/Dy Head of School: For Parents - All days by prior appointments only
- For students - 2:00 pm to 2:30 pm Monday to Friday
- Coordinator: 1:30 pm - 2:00 pm on Monday with prior appointment
- Teachers: 11:30 am to 12:30 pm on 1st and 3rd Saturday with prior appointment

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## CHANNELS OF COMMUNICATION

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*We believe that the challenges are resolved at the point of origin, using the following procedure:*

- Speak first to the person closest to the problem (subject teacher/tutor).*
- If it is unresolved then it is to be escalated to the coordinator.*
- Communicate with the Head of School only if the matter has not been resolved by the respective teacher/s or the Coordinator.*
- If the concern relates to the general school matters, administrative decisions or the school policies, you should contact the Head of School directly.*

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## ASSIGNMENTS OR HOME WORK

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*Homework is a vital component for practising and mastering the skills and knowledge learnt in the class. The day to day work that is completed after the lessons facilitates both formative learning and evaluation.*

*Homework is an integral part of learning. It is given based on the professional discretion of the teachers and may vary from time to time and subject to subject. All assignments are posted on email/educloud.*

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## ATTENDANCE

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- 1. Parents should ensure that their ward comes to school regularly as 85% of attendance is compulsory for every student during each academic session.*
- 2. No student should remain absent from the school without a pre-approved application for leave. If he/she is absent for a long duration without application, his/her name may be struck off and re-admission will be at the discretion of the Head of School.*
- 3. Please avoid calling your child home before the school time, except in an emergency.*
- 4. Please do not send your ward to school if he/she is suffering from a contagious disease, till he/she is completely free from infection.*
- 5. Whenever the student is absent or on leave due to medical reasons, the certificate of doctor must be provided along with the application.*



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## SCHOOL UNIFORM

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### **Boys**

- *Uniform: Navy Blue trousers (with side pockets & one hip pocket), White shirt with half sleeves and Navy blue Zodiac Ties. Formal black shoes and White socks.*
- *Tie is not compulsory in summer i.e. from March to May.*
- *No low waist or narrow bottom trousers allowed.*
- **Winter wear** : *Navy Blue trousers (with side pockets & one hip pocket), White full sleeves shirt, Navy blue sweater with 'V' neck / Navy blue Blazer with school logo / Navy blue coloured hooded sweat-shirts with CI logo.*
- *Turban or head gear: Navy blue (Only for Sikhs)*
- *Sports dress (Only on days of Sports) : White House T-shirt with collar and with CI logo, Navy blue track pants with CI logo (without any stripes), white socks and black sports shoes.*

### **Girls**

- *Uniform : Navy blue pleated skirts, white shirt with cape collar red scarf. The skirts need to be knee length, formal black shoes and white socks.*
- **Winter wear:** *Navy blue pleated skirts, White full sleeves shirt, Navy blue sweater with 'V' neck/ / Navy blue Blazer with school logo / Navy blue coloured hooded sweat-shirts with CI logo.*
- *Sports dress: White T-shirt with collar and with CI logo, Navy blue track pants with CI logo (without any stripes), White socks and black sports shoes.*

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## RULES FOR UNIFORM

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*Student's uniforms should be properly ironed and shoes should be polished regularly. Students must come to school in school uniform on all days irrespective of the purpose.*

*Students will come in sports uniforms on the days assigned for sports and in regular uniforms on the rest of the days. In case of a sports lesson/tournament on any other day, students need to carry and change into their sports uniform before the sports lesson. Shirts should be loose under the armpits so as not to cause any inconvenience during physical exercise.*

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## SUBJECT CHOICES

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*The school understands the impact of multilingualism on the cognitive development of a child. English and Hindi are compulsory languages and students must choose either Sanskrit or French as third language and continue with the same language throughout the programme for all three years of MYP. This is because basic knowledge of any language builds in MYP 1. MYP 4 and 5 have two language policy wherein students can choose between Hindi, French and Sanskrit. Subjects chosen in MYP 4 should be continued in MYP 5 as well.*

*Sports chosen should be continued for at least three years to gain sufficient skills of the game. Clubs chosen in the beginning of the session should be continued throughout the year.*

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## CODE OF CONDUCT

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*The school Code of Conduct comprises principles, standards of behaviour, identification of disruptive behaviour and consequences of non-compliance. Its purpose is to create a safe and productive learning environment by outlining an expected behaviour code amongst students. In order to develop a sense of responsibility for their actions and an awareness of the need to care for and value the rights of others a code of conduct has been developed in the school and any deviations from the same will be dealt with strictly by the authorities.*

- 1. Students should demonstrate respect for others irrespective of racial, gender, cultural and religious differences.*
- 2. Students should demonstrate self-discipline and come to school on time.*
- 3. Students should follow the established rules and take responsibility for their own actions.*
- 4. Students should exhibit a positive and cooperative attitude towards school and learning*
- 5. Students must avoid use of profane and obscene language and gestures.*
- 6. Keep school equipment and books in good condition.*
- 7. Return borrowed property in good condition.*
- 8. Return the lost items to the school office.*
- 9. Deposit litter and waste in appropriate containers*
- 10. Respect and value others' property.*
- 11. Maintain a safe, clean environment for others.*
- 12. Students should refrain from bringing any harmful substance to school that may endanger the safety of others.*
- 13. Committing an act of vandalism that causes damage to school property would be a*

*punishable offence.*

- 14. Students are not allowed to leave the school premises without obtaining prior permission from concerned school authorities.*
- 15. Any improper approach towards other students or engaging in inappropriate social behaviour is a punishable offence.*
- 16. Any other electronic device, other than the laptop / iPad and calculator; like handy cams, pen drives, cell phones, CDs should not be brought to school.*

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## SCHOOL TRANSPORT

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*This facility is provided to all desiring students on payment. It is the responsibility of the parents to ensure that their wards are made to board the bus and escorted home on return from their respective bus stops. No request from parents to drop their children at a bus stop other than the one allotted, will be entertained. In case you need to change the bus stop a formal letter stating the reason for change, addressed to the administrative head, must be sent.*

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## TELEPHONE CALLS

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*Parents should not call students from the classes while the classes are going on. They are requested to leave a message at the school reception unless it is an emergency. Also, students can make phone calls only (during the break time) if the matter is urgent and requires immediate attention. Phone calls should not be made for calling assignments or homework to school, which is a part of the students' responsibility.*

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## EMERGENCY PROCEDURES

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*In the event of an emergency at school due to any untoward accident during play, the child is driven to Choithram Hospital (2 minutes drive). The parent of the child is contacted by the school at the emergency numbers.*

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## SCHOOL LEAVING CERTIFICATE

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*To obtain a school leaving certificate/transfer certificate, the school requires at least one week's written notice.*

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## WELLBEING

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*Wellbeing is at the core of curricular and co curricular framework of MYP. Social Emotional Learning is catered to so as to help the learners nourish their learning journey. The MYP teachers support the physical, emotional, social and spiritual development of the learners. It also implies that we treat behavioural mistakes in the same way as we treat other learning challenges. Each grade level is supported by a tutor, other facilitators and the IE Coordinator to support student learning.*

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## SCHOOL PRAYER

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*“O God, we pray that thy blessings may rest upon our beloved country, our parents, our school, and all those who teach and learn here.*

*Help us to do our work with wisdom and understanding and protect us from everything injurious to our spiritual and physical well being.*

*Make us proud of the school to which we belong, and may we one day, go forth from it ready to serve our country and fellow men*

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## CHOITHRAM INTERNATIONAL HOUSE SYSTEM

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***The House System** is of great importance to school life. Its function is to inculcate a feeling of belongingness and the spirit of **fair competition** among the students and encourage it within the school. The Inter-House activities give all students the opportunity to participate in representative sport, music and other activities with the aim of **raising self esteem, developing self-confidence** and giving **opportunities for leadership and teamwork** beyond those already available within school.*

*The students are divided into four Houses and each student is enlisted in one House. Houses may compete with one another at sports and maybe in other ways, thus providing a focus for **group loyalty** or **teamwork**.*

*At Choithram International we have the following **four Houses** named **Gandhi, Lincoln, Mandela and Tagore**. These names represent certain qualities and attributes which are personified by these iconic figures. They helped in carving the **principled modern world** that we live in today.*

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## SPORTS AT CI

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*Sports play an important role in a child's growth and development. Sports not only have health benefits but also increase concentration, develop a sense of self, bring individuals together. At Choithram International, we offer various sports activities as an academic part of MYP, as well as an extracurricular activity. Students need to make a choice from the seven sports offered i.e. Football, basketball, lawn tennis, table tennis, badminton, squash, swimming and cricket.*

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## SCHOOL CURRICULUM

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***THE INTERNATIONAL BACCALAUREATE PROGRAMME IB**, founded in 1968, is a non-profit educational foundation based in Geneva, Switzerland. It offers three programmes to the schools:*

- *Primary Years Programme*
- *Middle Years Programme*
- *Diploma Programme*



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## WHAT IS AN IB EDUCATION

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*An IB education is unique because of its rigorous academic and personal standards. IB Programmes challenge students to excel not only in their studies but also in their personal growth. The IB aims to inspire a lifelong quest for learning hallmarked by enthusiasm and empathy. To that end, the IB gathers a worldwide community of supporters who celebrate our common humanity and who share a belief that education can help to build a better world.*

*The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.*

*Informed by these values, an IB education:*

- *Centers on learners*
- *Develops effective approaches to teaching and learning*
- *Works within global contexts*
- *Explores significant content.*

*These four characteristics together define an IB education.*

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## MIDDLE YEARS PROGRAMME (MYP)

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*The MYP has been designed as a coherent and comprehensive curriculum framework that provides academic challenge and develops the life skills of students from the age of 11 to 16. These years are a critical period in the development of young people. Success in school is closely related to personal, social and emotional well-being. At a time when students are establishing their identity and building their self-esteem, the MYP can motivate students and help them to achieve success in school and in life beyond the classroom.*

*The Programme allows students to build on their personal strengths and to embrace challenges in subjects in which they might not excel. The MYP offers students opportunities to develop their potential, to explore their own learning preferences, to take appropriate risks, and to reflect on and develop a strong sense of personal identity.*

### **MYP FUNDAMENTAL CONCEPTS:**

*The MYP is guided by three principles that have special currency for learners aged 11–16, inspired by the IB mission: holistic learning, intercultural awareness and*

communication. These fundamental concepts of the programme provide a strong foundation for teaching and learning in the MYP.

### **TEACHING AND LEARNING IN CONTEXT:**

Teaching and learning in the MYP involves understanding concepts in real life context. All learning is contextual. A learning context is a specific setting, event or set of circumstances, designed or chosen, to stimulate learning. The context, therefore, should have a relationship to the learner, the learner's interests and identity, or the learner's future. Learning that occurs out of context is often shallow and short term in character. Contexts offer the possibility of new perspectives, additional information, counter-examples and refinements of understanding. The existence of multiple contexts for teaching and learning underscores the fact that all concepts are open to interpretation. Concepts are not neutral but, rather, are subject to contest and conflict. Concepts are not prescriptive and inert but dynamic and interact with the world. When concepts are set in context, they are less likely to become prescriptive checklists of "facts by another name". Contexts help to create productive discussion within and outside the classroom.

The MYP identifies six global contexts for teaching and learning that are developed from and extend the PYP's trans-disciplinary themes.

1. **Identities and relationships:** *Who am I? Who are we?*
2. **Orientations in space and time:** *What is the meaning of "where" and "when"?*
3. **Personal and cultural expressions:** *What is the nature and purpose of creative expression?*
4. **Scientific and technical innovations:** *How do we understand the world in which we live?*
5. **Globalization and sustainability:** *How is everything connected?*
6. **Fairness and development:** *What are the consequences of our common humanity?*

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## APPROACHES TO LEARNING (ATL)

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*Through approaches to learning in IB programmes, students develop skills that have relevance across the curriculum and which help them “learn how to learn”. Approaches to learning skills can be learned and taught, improved with practice and developed incrementally. They provide a solid foundation for learning independently and with others. ATL skills help students prepare for, and demonstrate learning through meaningful assessment. They provide a common language that students and teachers can use to reflect on and articulate on the process of learning.*

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## MYP ATL SKILL CATEGORIES

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- ❖ *Communication*
- ❖ *Social*
- ❖ *Self management –organisation, affective, reflection*
- ❖ *Research- information literacy, media literacy*
- ❖ *Thinking–critical thinking, creative thinking, transfer*

### **CAMBRIDGE ASSESSMENT INTERNATIONAL EDUCATION (CAIE)**

*Cambridge Assessment International Education is the world’s largest provider of international education programmes and qualifications for 5 to 19 year olds. It is a part of the University of Cambridge, one of the world’s top universities and trusted for excellence in education. Its qualifications are recognised by universities and employers the world over.*

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## CAMBRIDGE IGCSE

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*Cambridge IGCSE is the world’s most popular international qualification for 14 to 16 years. It is an international passport to progression, recognised by leading universities and employers worldwide as evidence of academic ability.*

*The child’s needs as a learner are at the heart of its approach to education. Its programmes and qualifications aim to give your child a love of learning that will stay with them through school, university and beyond.*

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## RECOGNITION IN INDIA

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*These qualifications – IB Diploma (International Baccalaureate), MYP e Assessment certificate and University of Cambridge ‘IGCSE’ are fully recognized in India, and students with these qualifications are eligible to sit for all competitive examinations such as NEET, JEE, as well as gain admission to colleges and universities in India. These qualifications are regarded highly in universities all over the world and thus give an edge to the students in the international educational scenario.*

*Cambridge International AS and A Levels, Cambridge IGCSE and Cambridge O Levels have long been recognised by the Association of Indian Universities (AIU) and this information is available in the ‘Equivalence of Foreign degrees’ published by the AIU.*

*Also, The Middle Years Programme (MYP) of the International Baccalaureate (IB) is now recognized as an equivalent to class X of an Indian Board assessment. So, students who have completed the MYP with certificate are now entitled to apply for admission for higher studies in any school or junior college in India.*

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## MIDDLE YEARS CURRICULUM AT CHOITHRAM INTERNATIONAL

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*At CI the curriculum in MYP 1, 2 and 3 is designed by teachers considering the MYP aims and objectives. It is designed by backward planning from DP, MYP e Assessment and IGCSE and also taking into consideration the national requirements.*

*Students in grades 6 to 10 follow the **International Baccalaureate Middle Years Programme**, a broad, balanced curriculum set within eight subject groups:*

*Group 1: Language and Literature English*

*Group 2: Language acquisition: French/Sanskrit/Hindi*

*Group 3: Individuals and societies (Humanities) (Grade 6-8 )*

*Grades 9-10: Business Studies, Economics, Integrated Humanities*

*Group 4: Sciences Grades 6 – 8: Integrated Sciences*

*Grades 9 – 10: Biology, Chemistry and Physics*

*Group 5: Mathematics*

*Group 6: The Arts Visual and Performing Arts- Dance, Music, VA*

*Group 7: Design*

*Group 8: Physical and Health Education*

*In MYP 4 and 5 we follow a fused curriculum-the curriculum framework is provided by International Baccalaureate (IB) MYP and the content being provided by International General Certificate of Secondary Education (IGCSE). In MYP 4 and 5 students are allowed to choose opt subjects from each MYP subject area and can choose among groups 6,7 and 8.*

**English as an Additional Language (EAL)** is offered to those students who require additional English support. The MYP Programme has been designed with developmentally-appropriate attention to:

- Conceptual understanding*
- Teaching and learning in context*
- Approaches to learning (ATL)*
- Service as action (community service)*
- Language and identity*
- Learning diversity and inclusion*

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## School Policies

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### **A. ACADEMIC INTEGRITY POLICY**

- **Academic honesty and integrity** is an indispensable part of the International Baccalaureate Organization and an essential part of Choithram International. The Academic Integrity Policy of CI closely follows the IB publication, *Academic Honesty: Guidance for Schools*. The purpose of this policy is to clearly state the expectations that the faculty/school has from the students and role and responsibilities of the teachers and parents, to ensure that the learners follow the norms of academic integrity and present authentic work. Academic Honesty should be viewed positively by all the stakeholders and act with integrity and honesty, taking responsibility for their actions and consequences. Thus striving to be “Principled”.

*Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work.*

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## Academic Misconduct Includes the Following

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### 1. *Plagiarism*

- *Not acknowledging the original source of information or ideas.*
- *Not using Proper In-text citations.*
- *Closely paraphrased material that is quite similar to the original source should also be in-text cited*
- *Collusion (two-three students producing same information after discussion; copying from other’s work).*
- *Duplication of work (submitting same task for two assignments).*
- *Faking websites in citations.*



- **Academic Misconduct** also includes any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate like taking unauthorized material into an exam room or misconduct during an examination or taking undue advantage from an external tutor while performing home assignments.

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## Responsibilities of Stakeholders

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*Students, parents and teachers have an equally responsible role in upholding the principles of academic integrity. The students must produce original, authentic work; cite the sources referred to and acknowledge the references. Teachers must be responsible in guiding and training students in the principles of academic integrity, citations and references. Parents must guide and encourage their wards to be academically honest and uphold academic integrity.*

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## Enforcement of the policy

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*The school reserves all rights to check the student-submitted work for authenticity. The method of checking can range from the use of external sources to other methods which the teacher deems fit in order to verify the originality of student work.*

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## Consequences of violation of Academic Honesty Policy

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- *The students need to be principled and maintain the norms of Academic Integrity. Incidents of Academic Misconduct will be discussed with the student and then reported to parents, counselors, and Coordinators.*
- *The action against Academic Misconduct will be taken in three phases from MYP1 onwards:*
  - ❖ *First violation of norms will call for no grades(o) in the assignment / assessment under consideration. Parents would be called to the school and intimated verbally about the same.*
  - ❖ *Second violation of norms will call for no grades(o) in the assignment / assessment under consideration. Parents would be called to the school and intimated about a written warning issued to their wards.*
  - ❖ *Third violation of norms calls for expulsion from school.*

## **B. LANGUAGE POLICY**

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### **LANGUAGE PHILOSOPHY**

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*Choithram International (CI) has English as the language of instruction, and surveys and statistical analysis have identified Hindi as the Mother Tongue for over 80% of the student population.*

*CI language policy allows students to strengthen their Mother Tongue, acquire proficiency in the Language of Instruction and aspire towards multilingualism. For this, French, Hindi and Sanskrit are offered in LOTE (Language other than English) - PYP, Language Acquisition - MYP & DP. The school is committed to providing as much opportunity for bilingual/multilingual language learning as possible, across all three programmes.*

*CI works on the IB ideology of “all teachers are language teachers”. Every teacher strives to develop a conducive environment to guide the student towards developing communication as well as introspection, from the Mother Tongue towards the language of instruction.*

*Home Room Teachers (HRTs)/ Tutors and subject teachers provide students with opportunities to develop effective communication skills in their disciplines. The six skills of language learning: Listening, Speaking, Reading, Writing, Viewing and Presenting are firmly entrenched in the curriculum from PYP to DP.*

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### **LANGUAGE LEARNING AT CI:**

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*All CI teachers provide opportunities for prior understandings to be shared for background knowledge to be built upon; to scaffold meaning; to extend language and to affirm identity. It is accepted and understood that new learning and understanding is constructed upon previous experiences and conceptual understandings in a developmental continuum.*

*Language learning is enhanced when parents and members of the wider community are supportive of the learning process and are involved in it. The school promotes community awareness, involvement and support by promoting and utilising positive community links.*

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## BELIEFS AND AIMS

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*The CI language philosophy aims to:*

- ❖ *Enable students to learn and use language effectively, appropriately, accurately, and confidently.*
- ❖ *Extend active Mother Tongue support to all students to facilitate optimum learning.*
- ❖ *Develop students' aural, oral, reading, writing, viewing and presenting skills.*
- ❖ *Enable students to develop and use language skills in a variety of contexts and purposes.*

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## CI LANGUAGE PROFILE

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*Statistical analysis reveals that over 80% of students come from families where the Mother Tongue and the preferred language of communication at home is Hindi or its dialects, or a combination of both.*

*In PYP, after the admission of a student, parents are required to fill in the form for Language Profiling.*

*For MYP and DP, Language Profiling Form, is a part of the admission procedure and collected periodically over the years. It is to be filled by both parents and students together.*

*This is done to establish the student's language background and proficiencies. Entrance evaluation tests for new admissions are conducted in English to gauge the proficiency and identify any specific language needs of the students.*

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## MOTHER TONGUE DEVELOPMENT

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*CI ensures the Mother Tongue (established as Hindi) is appropriately developed and maintained. We have a well-structured curriculum and strong faculty members across all the three programmes to aid the Mother Tongue development. The Mother Tongue Coordinator monitors the Mother Tongue maintenance across the different Programmes.*

*In MYP and DP, for the small percentage of students for whom the Mother Tongue is neither English nor Hindi, we counsel the parents regarding the importance of Mother Tongue development and make the option of a self-taught course available for such students. If a student of foreign origin expresses an interest in learning Hindi, the school offers it as an option for Language Acquisition.*

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## LANGUAGE POLICY IMPLEMENTATION AT MYP

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*CI MYP offers Language and Literature - English to its learners.*

*Language Acquisition (Hindi and French/Sanskrit) is structured in phases to acknowledge a student's proficiency level in the language. The phases do not correspond to the learners' age groups or MYP years. If a student consistently scores Level 4 or more than that throughout an academic session, he/she will be promoted to the next phase, otherwise he/she continues in the same phase as before. A student with no prior exposure to any Language B options available, can acquire the language from Phase 1. The appropriate phase for a newly admitted student is determined through Language Proficiency Tests. EAL/Language support lessons are provided, depending on the student's language needs. MYP students continuing into the DP will have developed an enquiring and reflecting approach to language learning. They will have bilingual skills to be applied to and extended in DP language courses.*

*At the beginning of the session, language teachers identify students in need of language support based on their performance in previous year/Language Proficiency Tests (as per relevance) given to them.*

*Those students who struggle in written or oral expressions in the languages, are assigned support classes under the guidance of language teachers, which include writing and oral practice based on academic content and moving towards gaining efficiency.*

### **C. INCLUSION POLICY**

*Inclusion Policy of CI is directly aligned with the motto of the organization "because every child deserves the best." It recognizes all students in spite of their wide variety of cultural backgrounds and believes that children possess a range of academic, physical, emotional and social needs. We believe in the inclusion of all students by responding positively to their unique needs. We aim to maximize the potential of all students through the removal of barriers and increase their learning opportunities. The policy ensures that curriculum, planning and assessment for children with inclusive educational needs takes account of the type and extent of the difficulty experienced by the child. It also provides a safe place for students to come and share their personal problems as well.*

*The information shared by or about the student is kept confidential and will be shared with the teachers responsible for the education of the child only through consultation with parents. Policy aims to create an environment to meet the Inclusive educational needs of every child, it ensures that the diverse learning needs of children are identified, assessed and catered, and enables all learners to have full access to all elements of the school curriculum removing all barriers to learning. It also states the role and responsibility of staff in providing for a child's Inclusive Educational needs, and ensures that parents are able to play their part actively in supporting their child's education.*

*Inclusive Education Policy is aligned with the schools admission policy, it expects all parents to confide the diverse learning needs of their child (if any) at the time of admission so that the intervention may be planned right from the admission. The*

students have to go through a strategically designed psychometric test to reveal their diverse learning needs. IE policy caters to diverse learning needs ranging from ADHD, specific learning disabilities, High abilities & multiple intelligences as well as different learning styles of learners, physical disabilities or speech disorders, Social, emotional and behavioral difficulties and language difficulties in children.

Homeroom teachers coordinate with subject tutors and to identify a student with diverse learning needs/ emotional needs and report it to the concerned coordinator, then through a proper referral procedure the student is referred to IE coordinator/school counselor, further plan of action is decided by the I.E. Coordinator [Refer IE policy document].

CI ensures adequate in-house support to overcome behavioral and learning issues in students. The school supports the students at two levels namely school action plan and school action plus plan and an IEP will be written in both the cases.

Schools may make separate arrangements for assessments of students with learning difficulties as per the norms of IB. All Access arrangements will be catered to for these students during all formative, summative and formal examinations for MYP and DP as per IB's assessment access requirement.

The policy clearly states the role and responsibilities of program coordinators, teachers, parents and students as well. [Refer IE policy document for details]

#### **D. ASSESSMENT POLICY**

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## **ASSESSMENT in MYP**

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MYP assessment requires teachers to assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the programme. In order to provide students with opportunities to reach at the highest level, MYP teachers develop rigorous tasks that embrace a variety of assessment strategies. In the MYP, teachers make decisions about student achievement using their professional judgement, guided by published MYP criteria explicitly given in subject guide, that are public, known in advance and precise, ensuring that assessment is transparent. MYP internal (school-based) assessment uses a “best-fit” approach in which teachers work together to establish common standards against which they evaluate each student’s achievement holistically.

MYP assessment plays a significant role in the development of ATL skills, especially skills that are closely related to subject-group objectives and summative assessment tasks. The MYP approach to assessment recognizes the importance of assessing not only the products, but also the process of learning.



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## ASSESSMENT IN THE MYP AIMS TO:

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- provide an opportunity for students to exhibit transfer of skills across disciplines, such as in the personal project and interdisciplinary unit assessments*
  - promote a deeper understanding of subject content by supporting students in their inquiries set in real world contexts.*
  - promote the development of critical and creative-thinking skills.*
  - reflect the international-mindedness of the program by allowing assessments to be set in a variety of cultural and linguistic contexts.*
  - support the holistic nature of the program by including in its model principles that take account of the development of the whole student.*
- 

### ASSESSMENT PRACTICES IN THE MYP

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*MYP internal assessment includes tasks, strategies and tools that are designed, developed and applied by teachers. Assessment in the MYP is not confined to the final part of a learning period, such as the end of a unit. Formative assessments are planned over the course of a unit to determine the next stages of learning.*

*Internal summative assessment is part of every MYP unit. Teacher's feedback on every task will be criteria specific. Teachers will help students to move up to higher MYP grades through criteria specific feedback at the end of every task. Self-assessment and peer assessment are done by the students after their summative assessments.*

*The assessment criteria of year 2 are the same as that of year 3 published by IB and of year 4 are the same as that of year 5 published by IB.*

*Assessment criteria for all years of the program are provided to the parents and students at the starting of the year in MYP assessment booklets.*

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### ASSESSMENT LEVELS

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*All summative assessments are based on published MYP criteria. The students are clearly informed of the teacher's expectations of every task when the student is introduced to the same via class discussions and also through task specific clarifications.*

*All MYP subject groups have four assessment criteria. Each MYP criterion is divided into various achievement levels (numerical values 0 to 8) that appear in four bands. Each band represents two levels of achievement and contains general, qualitative value statements called level descriptors. All MYP criteria are equally weighted. At the lowest levels, descriptors describe minimal student achievement. As the numerical levels increase, the level descriptors describe greater achievement levels in each of the strands.*

*All MYP criteria are assessed at least twice in each reporting period.*

*At CI internal standardization is done to increase the reliability of judgement. It is done within the department by teachers teaching the same subject groups and is done at two stages- during the setting of assessments and before final levels are awarded*

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### **ASSESSMENT TASK AND STRATEGIES:**

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*Assessment tasks will be specific to MYP objectives, although various categories of task exist that are broadly represented as Compositions— Creation of solutions or products in response to problems, musical, physical, artistic, Research, Questionnaire, Investigations, Essays, Examinations, open ended tasks, Performances, Presentations—verbal (oral or written), graphic (through various media)*

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### **ASSESSMENT TOOLS:**

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*The assessment strategies described earlier may be used to devise and develop assessment tasks. The assessment tools like -Rubrics, Anecdotal records, Continuums, Examples and Checklists can be used to collect evidence of student achievement in each unit. They can be used to document learning.*

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### **DIFFERENTIATED TASKS:**

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*Assessment tasks at school take into account the requirements of students with inclusive educational needs. Consideration of the appropriateness of the task is made for those who are learning in a language other than their mother tongue. Wherever possible teachers design open ended tasks so that students have the freedom to think and explore the method and mode of representation of the tasks. In cases where students are not able to meet MYP objectives due to identified learning difficulty, tasks can be differentiated by making a reasonable adjustment which may include changes in the form of different fonts, extra time or method of response. In any case no modifications are allowed in demand of the assessments or overall learning outcome.*

*All Access arrangements as per the IEP are catered to for such students during MYP e-assessments as per IB mandate, as mentioned in Inclusive Education Policy of the school.*

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### **RECORDING OF ASSESSMENT**

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*Teachers have a responsibility to document assessment data of all of their students. During the course of MYP units, teachers need to record assessment data on the Educloud Portal to support the determination of an achievement level. The school also has a system in place for recording development of ATL Skills.*

*A Student Portfolio is maintained to display work of the students and their progress in learning. Portfolio is a purposeful collection of a student's work and it provides a picture of the student's progress and development over the term. The portfolio consists of students' work samples from all subject areas.*

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## **REPORTING:**

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*At CI the school academic session is divided into two terms and at the end of each term the achievement in each subject group is reported and communicated to the parents.*

*MYP reports of student achievement contain student's achievement level for each assessment criterion. To determine these achievement levels, teachers gather sufficient evidence of achievement from a range of learning experiences and assessments. Teachers ensure that this evidence comes from the performance of the student over the duration of the units taught.*

*To arrive at a final MYP grade in each subject, teachers add together the student's final achievement levels in all criteria of the subject group. This adds up to 32 (and 24 in case of IDU) which is then converted into a MYP grade on a scale of 1-7. The report card also comments on the student's involvement in service. The report cards further have a record of ATL skills developed in each subject and an effort grade to acknowledge the efforts of the learner which is on a scale of 1-4.*

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## **ANALYSIS OF ASSESSMENT DATA:**

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*The assessment data is analysed in two ways-Subject wise analysis and student wise analysis.*

- 1. Subject wise analysis/Criteria wise analysis (department wise) is done where in subject teachers analyse which criteria students perform well and which they do not and if the specific learning goals have been achieved. Accordingly, teachers plan on which skills need further reinforcement.*
- 2. Student wise analysis (grade level teachers) is done to identify if a student is faltering in any particular subject or if a student's performance has declined over a period of time in any subject.*
- 3. Relevant action plans and remedial lessons are planned in each case.*
- 4. The school also analyses the e-Assessment data and feedback reports received for the personal project and the e-portfolio subjects of - Design, PHE and Arts to inform teaching and learning process.*

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## **REPORTING FORMAT:**

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*At CI the reporting is in the form of Report cards in which all teachers contribute assessment data from their subject. At the end of the first term there shall be a student-led conference/PTM in which students share assessment data about their learning with their parents, supported with a portfolio of achievement and also reflect on the development of ATL skills.*

*At the end of the second term assessment data is communicated to parents openly and transparently through report cards. Students of MYP 5 also display their learning through the Personal Project exhibition. Here students display their learning and development of ATL skills through the area of their own interest.*

*The record of students' academic progress, skills and other behavioural trends are reported through Student Profiles. It is a record of a student's progress and achievements over the course of his/her years at school.*

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#### ***EXTERNAL ASSESSMENT:***

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***Personal project:*** All MYP students in the fifth year of the program demonstrate consolidation of their learning through completion of a personal project. The official validation of personal project grades is mandatory, and requires a process of external moderation of teachers' internal assessment. The school has a system in place to exhibit the personal project work of the students to the school community.

***MYP e-Assessment/ IGCSE exams:*** Students have a choice of external assessments in terms of MYP e-Assessments or IGCSE exams. To prepare the students for the MYP e-Assessments, at the end of each term a criteria-based assessment is conducted for all MYP classes on the lines of e- Assessments. Some of these assessments are on paper and some of them online. To prepare the students for the IGCSE exams, mock exams are conducted at the end of MYP year 4 and 5. IGCSE mock results are reported on a separate sheet on a 7-point scale of grades: A\*(a\*), A (a), B (b), C (c), D (d), E (e), F (f). Grade A\*(a\*) being the highest and grade F (f) the lowest. UNGRADED indicates a standard below that is required for grade F (f). On the report card, we give uniform percentage marks along with grades in each subject.

#### ***E. ICT POLICY***

*At CI we believe that well-integrated use of technology resources makes twenty-first-century learning possible. Students are often more actively engaged in projects when technology tools are a seamless part of the learning process. Laptops/iPads are used as a teaching and learning tool at CI.*

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#### ***ICT rules and regulations:***

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Using the computer network is a privilege and shall be governed by the Choithram International's policies and discretion. This code of practice is to be adhered to by all.

Choithram International and the School's Management by Authority have a duty to ensure that all users are safe and shall not be exposed to any illegal or inappropriate content in any form. To make this effective throughout the academic session the school's authority shall ensure that no such illegal or inappropriate content is stored in electronic devices within the school campus. These restrictions are not intended to interfere with the students' academic learning and growth. In case students feel the need to understand these policies better, they may always approach the Tech Department to resolve their queries.

Internet and school email usage are subject to monitoring by the school authorities. No personal external media or storage devices are allowed to be used by students on the campus. For access to

the internet students are expected to use only school Wi-Fi (personal hotspot connections are not allowed). The cost of damaging or losing any school's ICT equipment has to be borne by the student/user to whom it has been issued. Students should ensure that the profile picture of their school email ID should have their own photograph in school uniform. Indecent profile pictures will lead to blocking of email ID.

The students are not allowed to carry Mobile phones and earphones/earbuds/headphones to school. iPads with SIM cards must not be used by the students in the school campus. Students are not allowed to use their laptops/iPads during a lesson without specifically being asked to do so by the Facilitator.

Students should not, under any condition, share photos, meet links or any property of the school with any person or third party and on any social media without prior permission.

The use of social networking sites and all kinds of online chatting tools are strictly prohibited during school hours. Daily reports would be sent to the Head of School for all kinds of breach attempts.

The School logo and name, in fact, any organization's logo and name, are the intellectual properties of the concerned organizations and using them without their permission is an infringement of DPA (Data Protection Act) 2011, Information Technology Act 2008 and Copyrights Act. The school has only one authentic page on Facebook, Instagram and Twitter, students should refrain from following or creating any other fake school accounts on these platforms. Students indulging in posting any inappropriate content against the school community or any engagement on social media that goes against the discipline and decorum of Choithram International will be dealt with severely.

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### *Sound, Music, Games, or Apps*

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- The School protocol involves installing profiles/restrictions on the student's iPad. Due to this practice, the **APP STORE** will be blocked. Students will be allowed to download all the curriculum-relevant apps at the beginning of the term and then the profiles will be installed. Profiles will be removed during vacations.
- The school is not responsible for any type of loss, damage or theft of hardware, software and data from the student's iPad/laptop.
- Sound of the devices must be muted at all times unless permission is obtained from the teacher for instructional purposes.
- The device name should be the student's name and his/her grade. The students are not allowed to give any random name to their iPads/laptops.
- Music related to the curriculum is allowed on the iPad and can be used at the discretion of the teacher and discrete policies.
- Apps can be used at the discretion of the teacher. These apps need to be directly related to the curriculum and approved by the subject teacher.
- Educational games can be used, with prior permission from the coordinator and the subject teacher.
- No games or videos should be found in any iPads/laptops as they are not allowed in the school premises. Devices having such content will be confiscated and a case against the



student will be forwarded to the respective coordinator and HOS. Returning the device to the student shall be at the discretion of the coordinator or HOS.

- The iPads/laptop should not have any downloading software like uTorrent, vuse, idm, download accelerator, etc.
- Unwarranted use of a camera app for clicking pictures and recording videos during class is strictly prohibited unless instructed by the teacher.
- Shopping apps, movie apps, over-the-top (OTT) streaming apps, and music apps are strictly prohibited from being installed and used on iPads/laptop.

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### *USE OF THE INTERNET:*

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The internet is provided to help you with learning activities such as research, online activities, online educational games and enhancement of knowledge and skills. The internet is not to be used to access anything which is illegal or anything that someone else may find offensive. This includes pornography, discrimination, and racial or religious hatred. If the student is unsure about this rule, or comes across anything that the student feels is inappropriate, the student should turn his/her system off and inform the concerned teacher immediately.

The Internet is a vast world and the student, as a responsible user of the Internet, should respect others' sentiments, emotions, beliefs and culture. The student should not, by any means, involve himself/herself in any kind of cyber-bullying or sending/sharing offensive or disrespectful comments about others.

#### **In general, when using the Computers/iPads the student shall:**

- always use their own device. (You are suggested to stick a label which carries name and grade.)
- always behave in a sensible, mature way, respecting others at all times.
- keep a strong password and do not share it with any person other than the Tech Department.
- report any suspected breach of network security (whether by myself or others) to the IT teacher, the School's Network Manager or the Programme Coordinator.
- not cause any damage to the computer, computer systems or network. If they come across any such act of causing damage they should immediately report it to the IT Department.

#### **When using the Internet and email, the student shall:**

- refrain from accessing any newsgroups, links, web pages or other areas of cyberspace that would be considered offensive in the judgment of the IT Department because of pornographic, racist, violent, illegal, illicit or other content.
- never use valuable computer time playing non-educational games or accessing information which is not part of school work.
- never try to bypass any of the security systems. This security is in place to protect the student from illegal sites and to stop people from hacking into other people's accounts.

- always be respectful of others and use appropriate language during any interaction through the network. The student will refrain from using obscene, harassing or abusive language and will report any cases of such usage against him/her or others to his/her Tutor and IT Department.
- not download software, games, music, graphics or video without seeking permission from the ICT teacher and shall obtain proper permission from the copyright holder if required.
- ensure use of downloaded material in an appropriate manner in his/her work, listing its source in a bibliography and clearly specifying any directly quoted material.
- never reveal personal information, including passwords, names, addresses, credit card details, telephone numbers and photographs of himself/herself and others to anyone. If the student is uncertain as to the need to reveal any of this information, the student should ask his/her teacher/parent.
- All students of the school must respect the confidentiality of sensitive information. Personal and school-related data should not be shared without proper authorization.
- When sharing information, ensure that you provide proper attribution to original sources to avoid plagiarism.
- Respect copyright and intellectual property rights by obtaining permission before sharing copyrighted material.

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## THE PERSONAL PROJECT

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*The personal project encourages students to practise and strengthen their approaches to learning (ATL) skills, to consolidate prior and subject-specific learning, and to develop an area of personal interest. The personal project provides an excellent opportunity for students to produce a truly personal and often creative product/outcome and to demonstrate a consolidation of their learning in MYP. The project offers many opportunities for differentiation of learning and expression according to students' individual needs. The personal nature of the project is important; the project should revolve around a challenge that motivates and interests the individual student. Each student develops a personal project independently.*

*MYP projects are student-centred and age-appropriate, and they enable students to engage in practical explorations through a cycle of inquiry, action and reflection. MYP projects help students to develop the attributes of the IB learner profile; provide them with an essential opportunity to demonstrate ATL skills developed through the MYP; and foster the development of independent, lifelong learners. The objectives of MYP projects encompass the factual, conceptual, procedural and meta-cognitive dimensions of knowledge.*

*All students must complete the personal project, with the majority of their work undertaken in the final MYP year. Students are expected to spend approximately 25 hours on their personal project.*

*Students of MYP year 5 are registered for external moderation of the personal project. Students who successfully complete the personal project are eligible for MYP Results. Successful completion of the personal project is a requirement for awarding the MYP Certificate.*

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## SERVICE AS ACTION IN MYP

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*Action (learning by doing and experiencing) is a key component in constructivist models of education, including the kind of teaching and learning common to all IB programmes. Service, as a subset of action, has always been a shared value of the IB community. IB learners at Choithram International strive to be caring members of the community who demonstrate a personal commitment to service, and act to make a positive difference to the lives of others and to the environment. At CI we believe and value that service to others is an important way to engage in principled action across a range of overlapping local and global communities. Through responsible action, connected with sustained inquiry and critical reflection, young people and adults can develop the kinds of attributes described by the learner profiles that are essential for success in future academic pursuits and for adult life .*

*Every first and third Saturday is dedicated to service activities. Fulfilment of the school's expectations for participation in community service is a requirement of the IB MYP certificate as well as the school.*

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## COUNSELLING

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*Counselling is an integral part of the teaching learning process. All teachers are first counsellors and then teachers. The counsellor deals with cases which are a cause of concern. We at Choithram International, strongly believe that every child is unique and has to be dealt with individually. We strive to achieve this by establishing a one to one teacher- student-parent rapport and ensure that all of them work towards the same goal.*

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## MYP ASSESSMENT

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### ***Principles of MYP Assessment***

*Assessment is integral to all teaching and learning. MYP assessment requires teachers to assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the programme. In order to provide students with opportunities to achieve the highest level, MYP teachers develop rigorous tasks that embrace a variety of assessment strategies. The school believes that teaching, learning and assessment are intrinsically interrelated.*

*In the MYP, teachers make decisions about student achievement using their professional judgement, guided by mandated criteria that are public, known in advance and precise, ensuring that assessment is transparent. Across a variety of assessment tasks (authentic performances of understanding), teachers use descriptors to identify students' achievement levels against established assessment criteria. MYP internal (school-based) assessment uses a "best-fit" approach in which teachers work together to establish common standards against which they evaluate each student's achievement holistically.*

*This “criterion-related” approach represents a philosophy of assessment that is neither “norm-referenced” (where students must be compared to each other and to an expected distribution of achievement) nor “criterion-referenced” (where students must master all strands of specific criteria at lower achievement levels before they can be considered to have achieved the next level).*

*At the end of grade 10 students need to appear for MYP e Assessment / IGCSE exams as well.*

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## **SCHOOL PHILOSOPHY OF ASSESSMENT**

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*CI, through its holistic education, aims to nurture lifelong learners, who will become responsible, compassionate, open-minded individuals keen on accepting the differences in the world and striving to create a global community grounded in ethics and values.*

*The school philosophy and the assessment philosophy are aligned, for assessment helps in achieving the school mission of making the learners balanced and responsible human beings.*

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## **ASSESSMENT PRACTICES**

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*Assessment at Choithram International is a structured and coherent whole which is an amalgamation of formative and summative assessment and where all the above mentioned principles are put into practice.*

## **FORMATIVE ASSESSMENT**

*The goal of formative assessment is to monitor student learning to provide regular 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 need more improvement and effort.*
- Help faculty recognize where students are struggling and address problems immediately.*
- Formative assessments are generally low stakes, which means that they have low or no point value when it comes to declaration of term end assessments.*

*Examples of formative assessments include asking students to:*

- Draw a concept map in class to represent their understanding of a topic.*
- Submit a few sentences identifying the main point of a lecture.*
- Turn in a research proposal for early feedback.*

*Teachers devise rubrics in all subjects as per the IB subject group objectives. All formative assessments are graded as per the rubrics which are shared with the students.*

### ***SUMMATIVE ASSESSMENT***

*The goal of summative assessment is to evaluate student learning at the end of an instructional unit/assessment week by comparing it against some standard or benchmark.*

*Summative assessments are often high stakes, which means that they have a high point value. Examples of summative assessments include:*

- a midterm exam*
- a final project*
- a paper*
- a recital / presentation*

*Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.*

### ***TERM END EXAMS:***

*In addition to formative and summative assessments, term/year end exams based on the complete term syllabus are held.*

### ***ACHIEVEMENT GRADES***

*Overall Achievement Grades ranging from 1-7 are assigned based on criterion-referenced standards specific to the subject rather than by comparing students against each other and are based on the student's most consistent performance related to those expectations, with an eye to their most recent performance. Student learning is evaluated at the end of the marking period, based on the whole course rather than a few aspects of the course.*

*Faculty members use their best professional judgement in determining levels of performance, taking into account the evidence gathered in the student's file, grade book or portfolio, and valuing the most accurate demonstration of student performance, rather than just averaging attainment grades over a marking period.*

*In addition to the overall achievement grade the following evaluations are determined to help communicate strengths and areas for growth in terms of effort:*

- *Personal organization*
- *Teamwork*
- *Ability to meet deadlines*
- *Work habits*
- *Effort*

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**MYP GENERAL GRADE DESCRIPTORS**

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*To arrive at a criterion levels total for each student, teachers add together the student’s final achievement levels in all criteria of the subject group.*

*Schools using the MYP 1–7 scale follow the grade boundary guidelines table given below, in order to determine final grades in each year of the MYP. The table provides a means of converting the criterion levels total into a grade based on a scale of 1–7.*

<b>Grades</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>Boundaries (Criterion Level Total)</b>	<b>0-5</b>	<b>6-9</b>	<b>10-14</b>	<b>15-18</b>	<b>19-23</b>	<b>24-27</b>	<b>28-32</b>

<b>Grade</b>	<b>Boundary guidelines</b>	<b>Descriptor</b>
1	0-5	<i>Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.</i>
2	6-9	<i>Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.</i>



3	10-14	<i>Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.</i>
4	15-18	<i>Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.</i>
5	19-23	<i>Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.</i>
6	24-27	<i>Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real world situations, often with independence.</i>
7	28-32	<i>Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.</i>

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### Communicating information

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*General information about the day to day activities, special events, achievements, assignments shall be communicated through emails. Some major events are updated on social media platforms and school websites. Assembly updates are made on the school's social media pages. Through emails, tutors communicate to the parents as per requirements about the*

*progress of the students.*

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## **ACADEMIC REVIEW MEETINGS:**

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### ***PARENT-STUDENT-TEACHER CONVERSATIONS***

*At Choithram International, we believe that the students' learning and progress is dependent on the strength of the partnership between the parents, students and teachers. We are an open school that wishes to build open relationships that lead to learning. To have a better understanding of the student's progress and set targets for further developments, we have periodic review meetings. These meetings will focus on discussions on the formative assessments and keep the parents better informed about the support that they would need to give as important stakeholders.*

*At the end of the term the tutor will review the progress of their tutee to establish learning targets for the future and an action plan to achieve this. The interim or full reports will be a basis for this. Parents are invited to attend these academic review meetings / student-led conferences / PTMs to discuss progress made by the student in each subject area. Here, the student takes the lead and analyses his/her strengths and weaknesses. The tutor will also be available as a mediator and to discuss any other welfare or academic matter. Subject teachers shall also be available for one to one interaction.*

*Parents are always welcome to arrange other meetings at school and, likewise, the school may initiate a meeting with parents at any time during the year. However, these may only be arranged with prior appointment through the school office.*

*If it is a general learning or welfare issue then the parent must first make contact with the tutor. If it is a subject related issue then the parents are expected to contact the subject teacher.*

### ***IB MYP CERTIFICATES***

*To achieve the IB MYP Certificate a candidate must:*

*Study the programme for the recommended period of at least two years, with a minimum of*

*one year, and complete all curriculum requirements in Year 5.*

*Successfully complete programme requirements and e-Assessments for a minimum of five disciplines from different subject groups which must include:*

- language and literature*
  - language acquisition (or a second language and literature)*
  - individuals and societies*
  - sciences*
  - mathematics*
- 
- *Receive successful moderated results from the submission of at least one e- Portfolio from the arts, physical & health education and design groups.*
  - *Complete the interdisciplinary e-Assessment*
  - *Receive successful moderated results from the submission of the personal project*
  - *Complete the school's requirements for Community Service (service as action).*

*For students who wish to have IB-validated grades for their MYP subjects, the IB can provide for each student the MYP certificate, where appropriate, which indicates an overall standard of achievement in all aspects of the MYP.*

*The IB will award an MYP certificate to each candidate who has:*

- *gained a grade total of at least 28 points from six subject groups, the interdisciplinary on-screen examination and the personal project combined, out of a possible maximum of 56 points.*
- *gained at least a grade 3 in at least one subject from each subject group of the MYP (please note that a second language A may be taken instead of a language B).*
- *gained at least a grade 3 for the personal project.*
- *gained at least a grade 3 for the interdisciplinary on screen examination.*
- *have participated in the programme for at least the final two years.*
- *completed the school's requirement of community and service.*
- *have gained a grade total of at least 36 from the eight subject groups and the personal project combined, out of a possible maximum of 56. (This total and the maximum will be different in the case of the mother-tongue language option or if a student has gained an exemption due to special educational needs.) If more than one subject has been entered in a given subject group, only the single best grade will count towards*

*certification, although all subject results will appear on the MYP record of achievement.*

- *have an MYP record of achievement, which gives a final grade for each subject studied and states, where appropriate, that community and service requirements have been met.*

## **AIMS AND OBJECTIVES OF VARIOUS SUBJECT GROUPS**

### **LANGUAGE AND LITERATURE AIMS**

*The aims of MYP language and literature are to encourage and enable students to:*

- *use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction*
- *develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts*
- *develop critical, creative and personal approaches to studying and analysing literary and non-literary texts*
- *engage with texts from different historical periods and a variety of cultures*
- *explore and analyse aspects of personal, host and other cultures through literary and non-literary texts*
- *explore language through a variety of media and modes*
- *develop a lifelong interest in reading*
- *apply linguistic and literary concepts and skills in a variety of authentic contexts.*

### **OBJECTIVES OF LANGUAGE AND LITERATURE**

*The objectives of MYP Language A deal with ‘language and literature’. The various language skills—listening, speaking, reading, writing, viewing and presenting—are all covered by these objectives.*

*These objectives relate directly to the assessment criteria found in the “Language A assessment criteria” section.*

#### **Objectives (Year 5) Objective A: Analysing**

*In order to reach the aims of studying language and literature, students should be able to:*

- i. *analyse the content, context, language, structure, technique and style of text(s) and the relationships among texts*
- ii. *analyse the effects of the creator's choices on an audience.*
- iii. *justify opinions and ideas, using examples, explanations and terminology .*
- iv. *evaluate similarities and differences by connecting features across and within genres and texts.*

### Objective B: Organising

- i. *employ organizational structures that serve the context and intention.*
- ii. *organise opinions and ideas in a sustained, coherent and logical manner.*
- iii. *use referencing and formatting tools to create a presentation style suitable to the context and intention.*

### Objective C: Producing text

- i. *produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process.*
- ii. *make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience .*
- iii. *select relevant details and examples to develop ideas.*

### Objective D: Using language

*In order to reach the aims of studying language and literature, students should be able to:*

- i. *use appropriate and varied vocabulary, sentence structures and forms of expression.*
- ii. *write and speak in a register and style that serve the context and intention.*
- iii. *use correct grammar, syntax and punctuation.*
- iv. *spell (alphabetic languages), write (character languages) and pronounce with accuracy.*
- v. *use appropriate non-verbal communication techniques.*

<i>Criterion A</i>	<i>Analysing</i>	<i>Maximum 8</i>
<i>Criterion B</i>	<i>Organizing</i>	<i>Maximum 8</i>
<i>Criterion C</i>	<i>Producing text</i>	<i>Maximum 8</i>
<i>Criterion D</i>	<i>Using language</i>	<i>Maximum 8</i>

## LANGUAGE ACQUISITION

### *LANGUAGE ACQUISITION OBJECTIVES (MYP 1 TO 5)*

*The aims of the teaching and learning of MYP language acquisition are to:*

- *gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage.*
- *develop a respect for, and understanding of, diverse linguistic and cultural heritages.*
- *develop the student's communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes.*
- *enable the student to develop multiliteracy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication.*
- *enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning.*
- *enable the student to recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy.*
- *enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components.*
- *offer insight into the cultural characteristics of the communities where the language is spoken.*
- *encourage an awareness and understanding of the perspectives of people from their own and other cultures, leading to involvement and action in their own and other communities.*



- *foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.*  
In order to reach the aims of language acquisition, students should be able to:

#### Criterion A: Listening

- i. *identify explicit and implicit information (facts, opinions, messages and supporting details)*
- ii. *analyse conventions*
- iii. *analyse connections*

#### Criterion B: Reading

- i. *identify explicit and implicit information (facts, opinions, messages and supporting details)*
- ii. *analyse conventions*
- iii. *analyse connections*

#### Criterion C: Speaking

- i. *use a wide range of vocabulary*
- ii. *use a wide range of grammatical structures generally accurately*
- iii. *use clear pronunciation and intonation in a comprehensible manner*
- iv. *communicate all the required information clearly and effectively*

#### Criterion D: Writing

- i. *use a wide range of vocabulary*
- ii. *use a wide range of grammatical structures generally accurately*
- iii. *organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices*
- iv. *communicate all the required information with a clear sense of audience and purpose to suit the context*

### **LANGUAGE ACQUISITION ASSESSMENT CRITERIA**

*Assessment for language acquisition in all years of the programme is criterion-related, based on four equally weighted assessment criteria:*

Criterion A	Listening	Maximum 8
Criterion B	Reading	Maximum 8

## *MATHEMATICS AIMS*

*The aims of all MYP subjects state what a teacher may expect to teach and what a student may expect to experience and learn. These aims suggest how the student may be changed by the learning experience.*

*The aims of MYP mathematics are to encourage and enable students to:*

- *enjoy mathematics, develop curiosity and begin to appreciate its elegance and power.*
- *develop an understanding of the principles and nature of mathematics.*
- *communicate clearly and confidently in a variety of contexts.*
- *develop logical, critical and creative thinking.*
- *develop confidence, perseverance, and independence in mathematical thinking and problem-solving.*
- *develop powers of generalization and abstraction.*
- *apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future developments.*
- *appreciate how developments in technology and mathematics have influenced each other.*
- *appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics.*
- *appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives.*
- *appreciate the contribution of mathematics to other areas of knowledge.*
- *develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics.*
- *develop the ability to reflect critically upon their own work and the work of others.*

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## *Maths Objectives (Year 5)*

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*The objectives of any MYP subject state the specific targets that are set for learning in the subject. They define what the student will be able to accomplish as a result of studying the subject .*

*These objectives relate directly to the assessment criteria found in the “Mathematics*

assessment criteria” section.

### **A: KNOWING AND UNDERSTANDING**

*In order to reach the aims of mathematics, students should be able to:*

- i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations.*
- ii. apply the selected mathematics successfully when solving problems.*
- iii. solve problems correctly in a variety of contexts.*

### **B: INVESTIGATING PATTERNS**

*In order to reach the aims of mathematics, students should be able to:*

- i. select and apply mathematical problem-solving techniques to discover complex patterns*
- ii. describe patterns as general rules consistent with findings*
- iii. prove, or verify and justify, general rules.*

### **C: COMMUNICATING IDEAS**

*In order to reach the aims of mathematics, students should be able to:*

- i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations*
- ii. use appropriate forms of mathematical representation to present information*
- iii. move between different forms of mathematical representation*
- iv. communicate complete, coherent and concise mathematical lines of reasoning*
- v. organize information using a logical structure.*

### **D: APPLYING MATHEMATICS IN REAL-LIFE CONTEXTS**

*In order to reach the aims of mathematics, students should be able to:*

- i. identify relevant elements of authentic real-life situations*
- ii. select appropriate mathematical strategies when solving authentic real-life situations*
- iii. apply the selected mathematical strategies successfully to reach a solution*
- iv. justify the degree of accuracy of a solution*
- v. justify whether a solution makes sense in the context of the authentic real-life situation*

*Maths assessment criteria*

<i>Criterion A</i>	<i>Knowing and understanding</i>	<i>Maximum 8</i>
<i>Criterion B</i>	<i>Investigating patterns</i>	<i>Maximum 8</i>
<i>Criterion C</i>	<i>Communicating</i>	<i>Maximum 8</i>
<i>Criterion D</i>	<i>Applying mathematics in real-life contexts</i>	<i>Maximum 8</i>

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### *Individuals and Societies (Humanities)*

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*The aims of the teaching and learning of MYP humanities are to encourage and enable the student to:*

- Appreciate human and environmental commonalities and diversity.*
- Understand the interactions and interdependence of individuals, societies and the environment.*
- Understand how both environmental and human systems operate and evolve.*
- Identify and develop a concern for the well-being of human communities and the natural environment.*
- Act as responsible citizens of local and global communities.*
- Develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live.*

*Objectives (Year 5)*

## **A: KNOWING AND UNDERSTANDING**

*At the end of year 5, students should be able to:*

- i. Use a wide range of terminology in context*
- ii. Demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples.*

## **B: INVESTIGATING**

*At the end of year 5, students should be able to:*

- i. Formulate a clear and focused research question and justify its relevance*
- ii. Formulate and follow an action plan to investigate a research question*
- iii. Use research methods to collect and record appropriate, varied and relevant information*
- iv. Evaluate the process and results of the investigation.*

## **C: COMMUNICATING**

*At the end of year 5, students should be able to:*

- i. Communicate information and ideas effectively using an appropriate style for the audience and purpose*
- ii. Structure information and ideas in a way that is appropriate to the specified format*
- iii. Document sources of information using a recognized convention.*

## **D: THINKING CRITICALLY**

*At the end of year 5, students should be able to:*

- i. Discuss concepts, issues, models, visual representation and theories*
- ii. Synthesize information to make valid, well-supported arguments*
- iii. Analyse and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations*
- iv. Interpret different perspectives and their implications.*

## Individuals and Societies assessment criteria

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Investigating	Maximum 8
Criterion C	Communicating	Maximum 8
Criterion D	Thinking critically	Maximum 8

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### SCIENCES

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The aims of MYP sciences are to encourage and enable students to:

- understand and appreciate science and its implications
- consider science as a human endeavour with benefits and limitations
- cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments
- develop skills to design and perform investigations, evaluate evidence and reach conclusions build an awareness of the need to effectively collaborate and communicate
- apply language skills and knowledge in a variety of real-life contexts develop sensitivity towards the living and non-living environments, reflect on learning experiences and make informed choices.

Objectives (Year 5)

#### **A: KNOWING AND UNDERSTANDING**

At the end of year 5, students should be able to:

- i. explain scientific knowledge
- ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
- iii. analyse and evaluate information to make scientifically supported judgments.

#### **. B: INQUIRING AND DESIGNING**

- I. explain a problem or question to be tested by a scientific investigation



- II. *formulate and explain a testable hypothesis and explain it using scientific reasoning*
- III. *explain how to manipulate the variables, and explain how sufficient, relevant data will be collected*
- IV. *design a logical, complete and safe method in which he or she selects appropriate materials and equipment.*

**C: PROCESSING AND EVALUATING.**

- i. *correctly collect, organize, transform and present data in numerical and/or visual forms*
- ii. *accurately interpret data and explain results using correct scientific reasoning*
- iii. *evaluate the validity of a hypothesis based on the outcome of a scientific investigation*
- I. *evaluate the validity of the method based on the outcome of a scientific investigation*
- iv. *explain improvements or extensions to the method that would benefit the scientific investigation.*

**D: REFLECTING ON THE IMPACT OF SCIENCE**

- i. *explain the ways in which science is applied and used to address a specific problem or issue*
- v. *discuss and evaluate the various implications of the use of science and its application in solving a specific problem or issue, interacting with a factor.*
- ii. *consistently apply scientific language to communicate understanding clearly and precisely document sources completely.*

*Sciences assessment criteria*

<i>Criterion A</i>	<i>Knowing and understanding</i>	<i>Maximum 8</i>
<i>Criterion B</i>	<i>Inquiring and designing</i>	<i>Maximum 8</i>
<i>Criterion C</i>	<i>Processing and evaluating</i>	<i>Maximum 8</i>
<i>Criterion D</i>	<i>Reflecting on the impact of science</i>	<i>Maximum 8</i>

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## Design

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*The aims of MYP design are to encourage and enable students to:*

- *enjoy the design process, develop an appreciation of its elegance and power*
- *develop knowledge, understanding and skills from different disciplines to design and create solutions to problems using the design cycle*
- *use and apply technology effectively as a means to access, process and communicate information, model and create solutions, and to solve problems*

- *develop an appreciation of the impact of design innovations for life, global society and environments*
- *appreciate past, present and emerging design within cultural, political, social, historical and environmental contexts*
- *develop respect for others' viewpoints and appreciate alternative solutions to problems*
- *act with integrity and honesty, and take responsibility for their own actions developing effective working practices.*

### *Objectives (Year 5)*

#### **A: INQUIRING AND ANALYSING**

*Students are presented with a design situation, from which they identify a problem that needs to be solved. They analyse the need for a solution and conduct an inquiry into the nature of the problem.*

*In order to reach the aims of design, students should be able to:*

- I. explain and justify the need for a solution to a problem for a specified client/target audience*
- II. identify and prioritize primary and secondary research needed to develop a solution to the problem*
- III. analyse a range of existing products that inspire a solution to the problem*
- IV. develop a detailed design brief, which summarizes the analysis of relevant research.*

#### **B: DEVELOPING IDEAS**

*Students write a detailed specification, which drives the development of a solution. They present the solution. In order to reach the aims of design, students should be able to:*

- i. develop design specifications, which clearly states the success criteria for the design of a solution*
- ii. develop a range of feasible design ideas, which can be correctly interpreted by others*
- iii. present the chosen design and justify its selection*
- iv. develop accurate and detailed planning drawings/diagrams and outline*

*the requirements for the creation of the chosen solution.*

### **C: CREATING THE SOLUTION**

*Students plan the creation of the chosen solution and follow the plan to create a prototype sufficient for testing and evaluation.*

*In order to reach the aims of design, students should be able to:*

- i. construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution*
- ii. demonstrate excellent technical skills when making the solution*
- iii. follow the plan to create the solution, which functions as intended*
- iv. fully justify changes made to the chosen design and plan when making the solution.*
- v. Present the solution as a whole.*

### **D: EVALUATING**

*Students design tests to evaluate the solution, carry out those tests and objectively evaluate its success. Students identify areas where the solution could be improved and explain how their solution will impact on the client or target audience.*

*In order to reach the aims of design, students should be able to:*

- i. design detailed and relevant testing methods, which generate data, to measure the success of the solution*
- ii. critically evaluate the success of the solution against the design specification*
- iii. explain how the solution could be improved*
- iv. explain the impact of the solution on the client/target audience.*

*Design assessment criteria*

<i>Criterion A</i>	<i>Inquiring and analysing</i>	<i>Maximum 8</i>
<i>Criterion B</i>	<i>Developing ideas</i>	<i>Maximum 8</i>

<i>Criterion C</i>	<i>Creating the solution</i>	<i>Maximum 8</i>
<i>Criterion D</i>	<i>Evaluating</i>	<i>Maximum 8</i>

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## ARTS

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### *Aims*

*The aims of all MYP subjects state what a teacher may expect to teach and what a student may expect to experience and learn. These aims suggest how the student may develop through the learning experience. The aims of MYP arts are to encourage and enable students to:*

- *enjoy lifelong engagement with the arts*
- *explore the arts across time, cultures and contexts*
- *understand the relationship between art and its contexts*
- *develop the skills necessary to create and to perform art*
- *express ideas creatively*
- *reflect on their own development as young artists.*

### *Objectives -*

#### **A: INVESTIGATING**

*Through the study of art movements or genres and artworks/performances, students come to understand and appreciate the arts. They use and further develop their research skills to draw on a range of sources, understanding that, in the arts, sources are not limited to texts; they can also include audio and video recordings, images and musical notation. All sources used must be referenced in accordance with the school's academic integrity policy.*

*Students use and further develop information literacy skills to evaluate and select relevant information about the art movement or genre and artworks/performances. While contextual information should be included, the focus of the investigation is the art genre or movement and artworks/performances, not extensive biographical information about artists. Students learn how to critique the artworks/performances of others and to communicate in subject-specific language or terminology; this will be important in order to access the higher levels in criterion A ii. Using knowledge and understanding of the role of the arts in context, students inform their own work and artistic perspectives.*

*In order to achieve the aims of arts, students should be able to:*

- i. investigate a movement or genre in their chosen arts discipline, related to the statement of inquiry*
- ii. critique an artwork or performance from the chosen movement or genre.*

### **B: DEVELOPING**

*Development of ideas through practical exploration provides the opportunity for active participation in the art form. Practical exploration requires students to acquire and develop skills/techniques and to experiment with the art form. Evidence of practical exploration cannot be limited to written form; for example, if a student is composing music, evidence should include musical notation and/or audio recordings; if a student is creating a piece of theater, evidence should include script extracts and/or video recordings. To achieve the higher levels in criterion B i, students must evidence extensive and varied practical exploration and refinement of their idea(s). Students use both practical exploration and knowledge and understanding of art and artworks to purposefully inform artistic decisions.*

*In order to achieve the aims of arts, students should be able to:*

- i. practically explore ideas to inform development of a final artwork or performance*
- ii. present a clear artistic intention for the final artwork or performance in line with the statement of inquiry.*

### **C: CREATING / PERFORMING**

*The acquisition and development of skills is evident in both process and outcome. Formative assessment supports students' acquisition and development of skills and techniques in the process stage. The students' command of skills and techniques is demonstrated through the creation or performance of a finalized artwork that is summatively assessed.*

*In order to achieve the aims of arts, students should be able to:*

- I. create or perform an artwork.*



## **D: EVALUATING**

*MYP arts promote the development and application of reflection and critical-thinking skills so that students become reflective practitioners. Through reflecting on their work and on themselves, students become more aware of their own artistic development and the role that the arts play in their lives and in the world. When evaluating their own artwork or performance, students should consider elements, techniques and context. The arts process journal should be used throughout the process stage to keep a record of reflections that students can refer to when developing the final reflection. Development as an artist includes development of personal skills, such as affective skills and problem-solving skills, as well as development of artistic skills and techniques. Students' reflections should answer the questions: "What have I learned that can be taken forward and applied to other projects?" and "What would I do differently if I did this project again?"*

*In order to achieve the aims of arts, students should be able to:*

- i. appraise their own artwork or performance*
- ii. reflect on their development as an artist.*

### *Arts assessment criteria*

<i>Criterion A</i>	<i>Investigating</i>	<i>Maximum 8</i>
<i>Criterion B</i>	<i>Developing</i>	<i>Maximum 8</i>
<i>Criterion C</i>	<i>Creating / Performing</i>	<i>Maximum 8</i>
<i>Criterion D</i>	<i>Evaluating</i>	<i>Maximum 8</i>

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## **Physical and Health Education**

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### *Aims*

*The aims of MYP physical and health education are to encourage and enable students to:*

- use inquiry to explore physical and health education concepts participate effectively in a variety of contexts*
- understand the value of physical activity achieve and maintain a healthy lifestyle collaborate and communicate effectively*

- *build positive relationships and demonstrate social responsibility reflect on their learning experiences.*

### *Objectives (Year 5)*

#### **A: KNOWING AND UNDERSTANDING**

*Students develop knowledge and understanding about health and physical activity in order to identify and solve problems. In order to reach the aims of physical and health education, students should be able to:*

- i. explain physical and health education factual, procedural and conceptual knowledge*
- ii. apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations*
- iii. apply physical and health terminology effectively to communicate understanding.*

#### **B: PLANNING FOR PERFORMANCE**

*Students through inquiry design, analyse, evaluate and perform a plan in order to improve performance in physical and health education.*

*In order to reach the aims of physical and health education, students should be able to:*

- i. develop goals to enhance performance*
- ii. design, explain and justify a plan to improve physical performance and health.*

#### **C: APPLYING AND PERFORMING**

*Students develop and apply practical skills, techniques, strategies and movement concepts through their participation in a variety of physical activities.*

*In order to reach the aims of physical and health education, students should be able to:*

- i. demonstrate and apply a range of skills and techniques effectively*

- ii. *demonstrate and apply a range of strategies and movement concepts effectively*
- iii. *analyse and apply information to perform effectively.*

**D: REFLECTING AND IMPROVING PERFORMANCE**

*Students enhance their personal and social development, set goals, take responsible action and reflect on their performance and the performance of others.*

*In order to reach the aims of physical and health education, students should be able to:*

- i. *explain and demonstrate strategies to enhance interpersonal skills*
- ii. *analyse and evaluate the effectiveness of a plan based on the outcome*
- iii. *analyse and evaluate performance.*

*Physical and Health Education assessment criteria*

<i>Criterion A</i>	<i>Knowing and understanding</i>	<i>Maximum 8</i>
<i>Criterion B</i>	<i>Planning for performance</i>	<i>Maximum 8</i>
<i>Criterion C</i>	<i>Applying and performing</i>	<i>Maximum 8</i>
<i>Criterion D</i>	<i>Reflecting and improving performance</i>	<i>Maximum 8</i>

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**Interdisciplinary Teaching and Learning**

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*Aims*

*The MYP interdisciplinary teaching and learning aims state what a teacher may expect to teach and what a student may expect to experience and learn as a result of undertaking interdisciplinary units. These aims, moreover, suggest how the student may be changed by the learning experience.*

*The aims of the teaching and study of MYP interdisciplinary units are to encourage students to:*

- i. *develop, analyse and synthesize knowledge from different disciplines to generate deeper understanding.*
- ii. *explore (and integrate) different and diverse perspectives through inquiry.*
- iii. *reflect on the unique ways interdisciplinary learning allows us to communicate and act.*

## **OBJECTIVES**

*The MYP interdisciplinary objectives state the specific targets that are set for interdisciplinary learning. They define what the student will be able to accomplish as a result of undertaking interdisciplinary units.*

### **A: EVALUATING**

*In interdisciplinary units, disciplinary understanding is explicitly taught and assessed. Students must understand the concepts and skills of the selected disciplines as framed in subject-group objectives. Evaluating disciplinary knowledge provides the foundation for interdisciplinary synthesis and understanding.*

*To address real-world and contextual issues and ideas, students will:*

- i. *analyse disciplinary knowledge*
- ii. *evaluate the interdisciplinary perspectives.*

### **B: SYNTHESIZING**

*Through the development of holistic learning, students will integrate knowledge from more than one discipline in ways that inform inquiry into real-world issues, ideas and challenges. Students demonstrate the integration of factual, conceptual and procedural knowledge from more disciplines within the same subject group or from more than one subject group to explain phenomena or create products.*

*To address real-world and contextual issues and ideas, students will:*

- i. *create a product that communicates a purposeful interdisciplinary understanding*

- ii. *justify how their product communicates interdisciplinary understanding*

**C: REFLECTING**

*When undertaking units of interdisciplinary learning, students will engage in a process of ongoing reflection and evaluation of the role of disciplines, weighing their relative contributions and assessing their strengths and limitations in specific interdisciplinary applications. Students will also consider their own ability to construct understanding across disciplinary boundaries, and extend their learning to consider future action or even to take action depending on the school context and the students' learning goals.*

*To address real-world and contextual issues and ideas, students will:*

- i. *discuss the development of their own interdisciplinary learning*  
 ii. *discuss how new interdisciplinary understanding enables action.*

***LIST OF HOLIDAYS IN SESSION 2024–25***

<b>Date</b>	<b>Day</b>	<b>Event</b>
Jul 17, 2024	Wednesday	Muharram
Aug 15, 2024	Thursday	Independence Day
Aug 19, 2024	Monday	Rakshabandhan
Aug 26, 2024	Monday	Janmashtami
Sep 7, 2024	Saturday	Ganesh Chaturthi
Sep 16, 2024	Monday	Milad-un-Nabi or Id-e-Milad
Sep 17, 2024	Tuesday	Next day of Anant Chaturdashi
Oct 2, 2024	Wednesday	Mahatma Gandhi Jayanti
Oct 11th - 13th, 2024	Friday- Sunday	Dussehra Break
Oct 29th - Nov 3rd, 2024	Tuesday- Sunday	Diwali Break
Nov 15, 2024	Friday	Birsa Munda Jayanti
Nov 15, 2024	Friday	Guru Nanak Jayanti
Dec 25, 2024 -Jan 1, 2025	Wednesday- Wednesday	Christmas Break
Jan 26, 2025	Sunday	Republic day
Feb 12, 2025	Wednesday	Ravidas Jayanti
Feb 26, 2025	Wednesday	Maha Shiv Ratri
Mar 14, 2025	Friday	Holi
Mar 18, 2025	Tuesday	Rang Panchami
Mar 31, 2025	Monday	Eid ul-Fitr
Apr 06, 2025	Sunday	Ram Navami
Apr 10, 2025	Thursday	Mahavir Jayanti
Apr 14, 2025	Monday	Ambedkar Jayanti

Apr 18, 2025	Friday	Good Friday
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