



# MYP HANDBOOK

## 2023/2024

Student-centred and personalised learning for every student, in a respectful environment so that all our students are safe, secure and successful.



We see genius  
in every child



## TABLE OF CONTENTS

## PAGE NUMBER

Welcome from the MYP Coordinator	3
<b>SECTION 1: INTRODUCTION</b>	
About GWA	4
The IB Learner Profile	5
<b>SECTION 2: CURRICULUM</b>	
The IB Middle Years Programme	6
MYP Concepts and Contexts	7
Approaches to Teaching	8
Approaches to Learning	9
MYP Assessment	10
External Assessment	16
The MYP Core: Service as Action & The Personal Project	19
The GWA MYP+	23
BYOD Policy	24
<b>SECTION 3: STUDYING AT GWA</b>	
School Day	25
Attendance	25
Uniform	26
Tutor Time	26
Personal Well-being	27
Student Leadership	27
Deadlines	27
Transitions and Career Counseling	28
Behavior and Consequences	28
Local and International Visit Agreement	29
<b>SECTION 4: APPENDIX</b>	
A: Middle School Academic Integrity Policy	30
B: Expectations of Students: Middle School Contract	31

## WELCOME TO GEMS WORLD ACADEMY

Dear Student,

Congratulations on securing your place in the Middle School at GEMS World Academy. You are joining us at a very exciting time. In the last few years, the Academy has grown rapidly to become one of the best in the UAE, and we look forward to you becoming part of our success.

This handbook has been put together to give you the key information you will need over the next five years. Whether you are new to GWA, or making the transition from our Primary School, it is important that you spend some time familiarizing yourself with our expectations.

We hope you enjoy the rest of your summer, and look forward to seeing you when the 2023-2024 academic year begins.

With warm regards,

Mr. Jason Caesar  
IB MYP Coordinator G6-8

Ms. Zunaira Siddiqi  
IB MYP Coordinator 9-10

## SECTION 1: INTRODUCTION

### ABOUT GEMS WORLD ACADEMY (GWA)

Since it opened in 2008, the GWA has established itself as an IB continuum school. GEMS World Academy – Dubai is striving to be the number one global academy where students are independent learners in pursuit of excellence where they develop their intellectual curiosity and become independent thinkers, and where they create effective learning habits, so they can lead fulfilling lives while creating a better world for others..

With over 2100 students representing more than 100 nationalities, our multicultural community allows us to develop an understanding of what makes people different, whilst celebrating our similarities within an increasingly connected world.

There are over 750 students in the Middle School studying the IB Middle Years Programme (MYP). Students will benefit from studying the MYP in a school accredited by both CIS and NEASC. Students who demonstrate exceptional academic performance will receive the GWA MYP Academic Award.

At GWA, we believe that all our IB programmes offer students *“the knowledge, skills and character necessary to take action and create a better, more peaceful world”*. To fuel our mission, we strive to ensure every student leaves us as a well-rounded young person, with exceptional results.

Our ethos is student-centered and offers personalized learning for every student in a safe and respectful environment. All staff and students are expected to subscribe to our GENIUS values:

Grounded  
Entrepreneurial  
Nurturing  
Innovative  
Unique  
Sophisticated

## THE IB LEARNER PROFILE

The IB Learner Profile is at the heart of the International Baccalaureate. It is also at the heart of everything we do at GWA every day.

Our Academy Mission Statement:

“GEMS World Academy Dubai develops inquiring, reflective and caring learners who, through the rigour of the IB programmes, have the knowledge, skills and character to take action and create a better, more peaceful world. Supported by highly qualified staff in world-class facilities, our diverse international community is encouraged to develop intercultural understanding and respect.”

The character and skills described in the GWA Mission Statement are inextricably linked to the IB Learner Profile. This comprises ten attributes beyond just academic success, and help students to meet the aims of the IB programme: to develop internationally minded people with a shared commitment to building a better, more peaceful, world.

All GWA students are expected to exemplify the ten attributes of the IB Learner Profile. In doing so, students learn to respect themselves, others, and the world around them. The profile aims to develop learners who are:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective



## SECTION 2: CURRICULUM

### THE IB MIDDLE YEARS PROGRAMME (MYP)

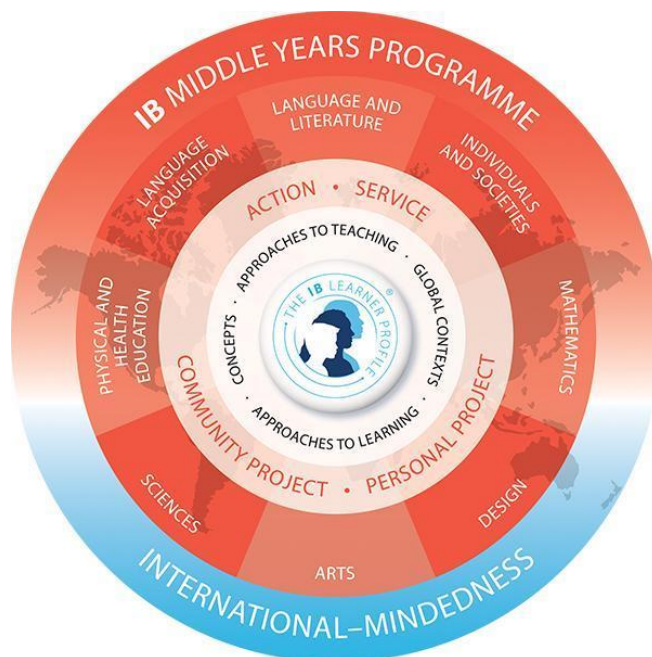
The IB Middle Years Programme is a holistic course of study that aims to develop students with excellent breadth and depth of knowledge. It is a challenging program, but is one that produces students who flourish intellectually, physically, emotionally and ethically.

The MYP curriculum is made up of eight subject groups:

- [Arts](#)
- [Design](#)
- [Individuals and societies](#)
- [Language Acquisition](#)
- [Language and Literature](#)
- [Mathematics](#)
- [Physical and Health Education](#)
- [Sciences](#)
- [Personal Project](#)

Students also participate in the MYP core, comprising Service as Action (SA) and the Personal Project (PP). Through the core curriculum, students reflect on their contributions to GWA and wider local and global communities. They also develop the skills required to conduct research, create a product, and produce a written report, reflecting upon what they learned during the experience.

The MYP offers students an opportunity to go beyond a mere, passive acquisition of knowledge, but also offers the opportunity to do the following: Question, challenge and think creatively both inside and outside the classroom walls. It encourages students to become active, compassionate lifelong learners who are equipped to create a better and more peaceful world through intercultural understanding and respect.





## MYP Concepts and Contexts

Students learn best when their learning experiences have context and are connected to their lives and their experiences of the world.

### Global Contexts

Through Global Contexts, MYP students develop an understanding of their common humanity and shared guardianship of the planet.

Personal & Cultural Expression	Identities & Relationships	Orientation in Space & Time
Beauty; artistry; craft; products; systems; institutions; philosophies; beliefs; rituals; language; fields and disciplines; analysis; argument; metacognition; abstracts; entrepreneurship; practice; competency.	Self-esteem; teams; leadership; role models; agency; efficacy; motivation; independence; happiness; health; wellbeing; lifestyle; choices; dignity; morals; ethics; consciousness.	History; civilisation; heritage; turning points; scale; frequency; migration; pilgrimage; boundaries; exchange; interaction; landscape; resources; evolution; constraint; adaptation.
Globalization & Sustainability	Fairness & Development	Scientific & Technical Innovation
Environment; human impact; markets; commodities; commercialization; production; consumption; resources; conservation; population; demographics; urban; strategy; planning.	Politics; government; systems; democracy; civil society; inclusion; equality; capability; development; entrepreneurship; rights; laws; civic responsibility; justice; peace; conflict; power; privilege; authority; security; freedom; hope; future.	Systems; models; products; processes; solutions; adaptation; progress; opportunity; risk; consequences; responsibility; modernization; industrialization; engineering; digital; virtual; information; revolution; puzzles; principles; discovery.

## Key and Related Concepts

Concepts are big ideas that have relevance within specific disciplines and across subject areas. MYP students use Key and Related Concepts as a vehicle to inquire into issues and ideas of personal, local and global significance, and examine knowledge holistically. The MYP prescribes sixteen key interdisciplinary Key Concepts, along with Related Concepts for each MYP subject area.

## Key Concepts

Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global interactions	Identity	Logic
Perspective	Relationships	Systems	Time, place and space

Each unit of study has one purposefully chosen Key Concept as its focus, and may have an additional one to three Related Concepts which are more subject-specific.

## Approaches to Teaching

Teachers at GWA utilize a range of teaching strategies to meet individual student needs. These incorporate strategies from a number of areas, including our teachers' own experience and training, along with expertise offered by our GWA Student Support Services team, all related to IB Approaches to Teaching. Teaching in IB programmes is:

<b>Inquiry based</b>	Provoking curiosity in order to structure and sustain exploration
<b>Concept driven</b>	Planning and teaching through concepts that are transferable to new contexts/situations
<b>Contextualized</b>	Reaching beyond the scope of individual subjects to establish relevance in the real world
<b>Collaborative</b>	Promoting effective teamwork and purposeful/productive work
<b>Differentiated</b>	Providing access to learning for a diversity of learners and needs
<b>Informed by assessment</b>	Balancing assessment of learning, and to inform future learning



## Approaches to Learning

Students are asked to learn, practice and master a wide range of skills across the IB Middle Years Programme, from Grade 6 through to Grade 10. Five **ATL Skill Categories** are further divided into ten ATL Skill Clusters by the IB, which help students learn how to learn more effectively. Through ATL in IB programmes, students develop skills that have relevance across the curriculum that help them “learn how to learn”. ATL 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.

ATL skills empower students to succeed in meeting the challenging objectives of MYP subject groups and prepare them for further success in rigorous academic programmes like the DP.

Assessments involving ATL often require students to use information from different sources critically and to make appropriate use of technology.

## APPROACHES TO LEARNING

How can I be an effective learner?

COMMUNICATION



### INTERACTION

I can exchange thoughts, messages and information effectively through interaction.



### LANGUAGE

I can read, write and use languages to communicate information effectively.

SOCIAL



### COLLABORATION

I can work effectively with others.

RESEARCH



### INFORMATION LITERACY

I can find, interpret, judge and create information.



### MEDIA LITERACY

I can interact with media to use and create ideas and information.

ATL Skill clusters from MYP:FPiP (2014) @sjtylr (Icons by Freepik on Flaticon)

SELF-MANAGEMENT



### AFFECTIVE SKILLS

I can manage my own state of mind, concentrate and be focused. I can learn from mistakes and problems.



### ORGANIZATION SKILLS

I can manage my time and tasks effectively. I use technology well.



### REFLECTION

I can (re)consider the process of learning. I can choose and use effective ATL skills.

THINKING



### CRITICAL THINKING

I can analyse and evaluate issues and ideas.



### CREATIVE THINKING

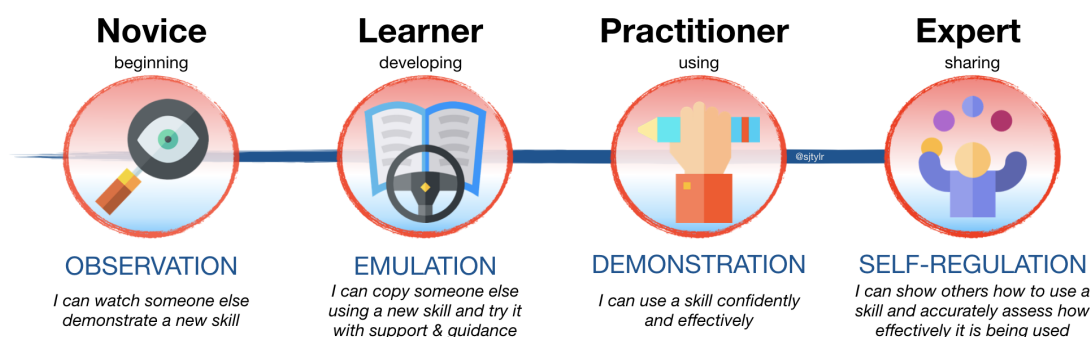
I can generate new ideas and perspectives.



### TRANSFER

I can use knowledge and skills in new contexts.

When specific ATL skills become an explicit focus for teaching and learning, students can begin to take responsibility for their own development. Over time, students can identify themselves and their competence in any learning strategy using terms like the following. A concept-driven curriculum that uses ATL skills effectively enables all students to become stronger, more self-regulated learners.



## MYP ASSESSMENT

Understanding of MYP assessment might require a considerable amount of time and practice. In the event of any uncertainty or ambiguity, it is advisable to consult the MYP Subject Area teacher, Director of Learning, or the MYP Coordinator for clarification.

Teachers must ensure that they assess their students' performance fairly, fully and appropriately. To achieve this, a variety of assessment tools are used for assessment. This enables a holistic understanding of what the student 'can do'. Tasks will be specific to MYP objectives, although various categories of task exist that are broadly represented by the following list.

### Assessment Tasks

- Open-ended problem-solving activities and investigations
- Hands-on experimentation
- Essays
- Reports
- Organized debates
- Tests and examinations
- Analysis and reflection
- Compositions – musical, physical, artistic
- Creation of solutions of products in response to problems
- Research Performances Presentations – verbal (oral or written),

### Key IB MYP Assessment Information

Assessment in the MYP is based on observations of what a student can do and is carried out on a continuous basis. Students are not assessed on what they cannot do, but on what they can successfully achieve at different stages of their development and is designed to help them determine what the next steps on their path to learning should be.

Assessment is therefore *formative* and *summative*.

*Formative assessment* is an integral part of the learning experience and provides students with an opportunity to analyse their learning and to understand what needs work or improvement. Skills and knowledge are taught through formative tasks.

*Summative assessment* is the judgment made by the teacher of the standard of achievement reached by each student at the end of a particular stage of the programme. A summative task is one that is set

to judge students' achievement in relation to the objectives of the course. The objectives to be assessed in any task are made explicit to the students in the class at the time that the task is set. Feedback on assessment is made available to students with in two weeks of the assessment, or as soon as possible afterwards.

1. MYP assessment is carried out by teachers, according to the criteria defined by the IB in the subject guides.
2. Each subject has four criteria A to D which are assessed at achievement levels of 0-8.
3. Each of the criterion is broken into 'strands' (smaller parts). Each strand in each of the four criteria must be assessed at least twice per year in order to determine a final level for each criterion.
4. The scores for the individual criterion determine the student's overall grades (they are equally weighted).
5. These four criteria grades are added together to give a total out of 32. This total can then be converted into a single, final overall grade. This is out of 7
6. The final grade of 1-7 is determined by IB, externally-determined grade boundaries.

Each task provided to students will be accompanied by a student friendly criterion for assessment in a task-specific clarification sheet. These will provide all details of what is expected of the student, how they will be assessed and what levels they will achieve.

There will be guidance for the development of specific ATL skills through each task.

In the termly reports teachers comment on the student's achievement level and how they can improve for each strand of a specific criterion. Regular feedback will be available in their notebooks, Managebac or Google Classroom. Students should be able to share their feedback with parents from any of these platforms.

Some guidance as to how to interpret the subject guides is given on the next page, along with some useful tables showing the subject criteria and grade boundaries.

More information on subject specific content will be available through our curriculum booklets linked [here](#).

## Overview of Subject Criteria

The Subject Group	Criterion A	Criterion B	Criterion C	Criterion D
Language and Literature (Language A: English and Arabic)	Analyzing	Organizing	Producing Text	Using Language
Language Acquisition (Language B – French, Spanish, English, and Arabic)	Listening	Reading	Speaking	Writing
Individuals and Societies (Humanities)	Knowing and Understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and Understanding	Inquiring and Designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and Understanding	Investigating Patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and Understanding	Developing skills	Thinking Creatively	Responding
Physical and Health Education	Knowing and Understanding	Planning for performance	Applying and Performing	Reflecting and improving performance
Design	Inquiring and Analyzing	Developing ideas	Creating the solution	Evaluating
MYP Personal Project	Planning	Applying Skills	Reflecting	(N/A--as of Sep. 2021)

## MYP General Grade Descriptors

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

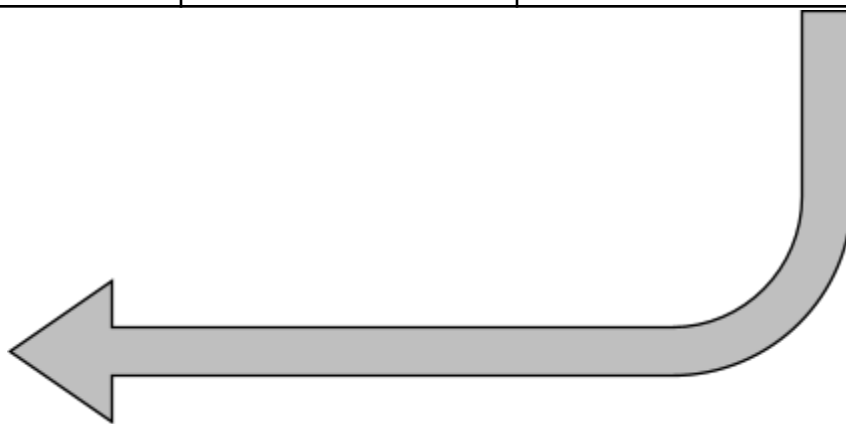
Page 94 MYP Principles to Practice



### Example: Calculating an MYP Grade in Mathematics

Criterion	Maximum Possible Level	Example Student Levels
A: Knowing & Understanding	8	5
B: Investigating Patterns	8	4
C: Communicating	8	6
D: Applying mathematics in real-world contexts	8	4
<b>Total</b>	<b>32</b>	<b>19</b>

Boundaries (based on criteria)	Final Grade (1 – 7)
1 – 5	1
6 – 9	2
10 – 14	3
15 – 18	4
19 – 23	5
24 – 27	6
28 – 32	7



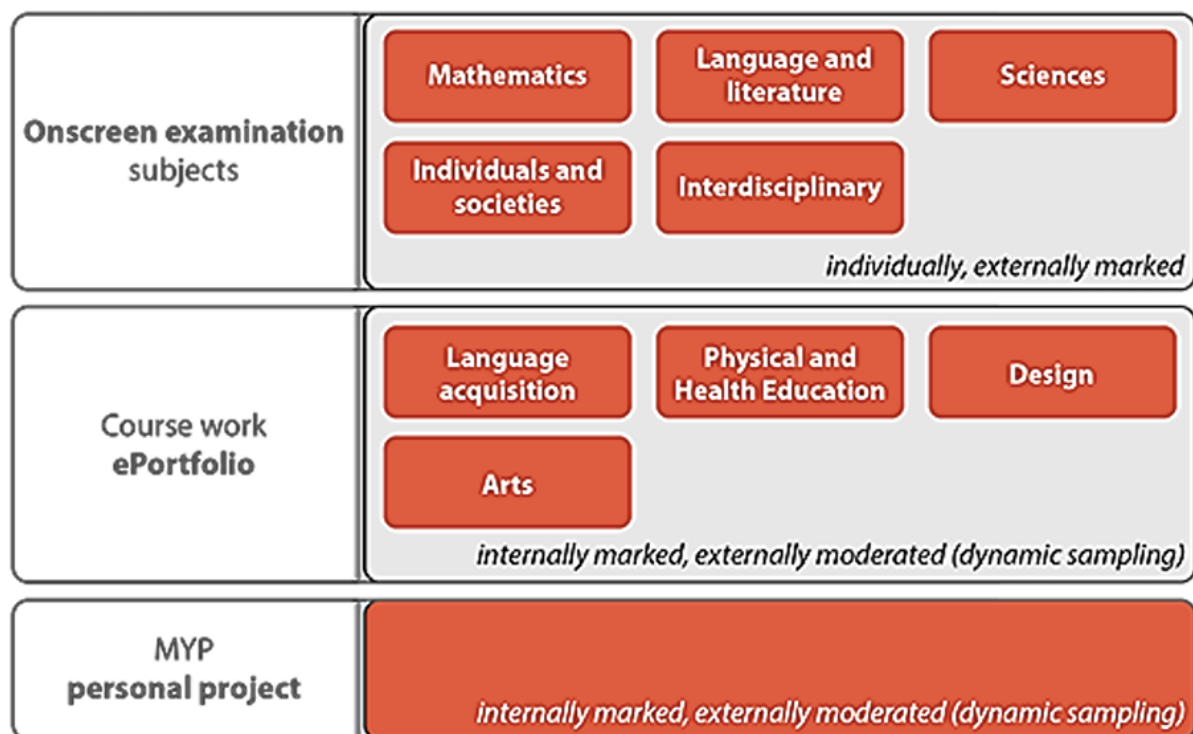
Therefore, the student would achieve an **overall MYP grade of 5** (out of 7) in **Mathematics**.

All student progress and attainment is recorded in the termly reports.

## External Assessment

(Applicable to Grade 10 class of 2025 and beyond)

The IB introduced a new MYP assessment model in 2016 that includes mandatory moderation of the Personal Project, ePortfolios and on-screen examinations in MYP Year 5.



## How does eAssessment work?

Once a school registers for eAssessment in the MYP, the IB will be able to assess students' work in two ways:

1. ePortfolios of coursework, including a compulsory ePortfolio for the Personal Project.
2. on-screen examinations, with each exam lasting two hours.

The information below shows how these two types of assessment are divided across the MYP: ePortfolios -

## E-Portfolio

At GWA, the evaluation of following subject groups is conducted through ePortfolios.

- Arts (Visual Arts, Drama and Music)
- Design (Product and Digital)
- PHE,
- Personal Project.

A typical ePortfolio summative assessment will comprise of approximately 20 hours of teaching time. This is the exam event based on a partially completed unit plan set by the IBO: The Global Context and the Inquiry questions given to students. These will be internally assessed by the teacher, standardized by other teachers within GWA and then externally moderated.

## On-screen examinations

At GWA following subjects will be tested via on screen examinations:

- English A
- English B
- Arabic A
- French
- Spanish
- Maths
- Sciences
- Individuals and Societies.
- Interdisciplinary Learning

Each on-screen exam comprised of two or three tasks. One task is connected with, inspired or derived from the chosen global context. This will be the same for all types of assessment for the session.

## MYP Certification

All students who are registered for MYP are eligible for two types of certificates:

1. MYP Course Results
2. MYP Certificate

Regardless of the certification, the Middle Years Programme provides students with the necessary abilities to undertake the IB Diploma Programme.

## What is MYP Courses Pathway?

All students registered for any combination of subjects, the Interdisciplinary assessment and the personal project is referred to as an MYP Course Candidate.

Completion and submission of the personal project is mandatory for all MYP Course Candidates. MYP Course candidates may receive an MYP Course Results document recording all their achievements. In addition to the MYP Course Results, candidates may apply for another certificate which is the MYP Certificate.

As eAssessments are optional, students will be advised to register for those subjects that will best demonstrate their strengths.

## How do I get a MYP Certificate?

The MYP Certificate is the highest award for the MYP and results in certification by the IB Organization. To be eligible for the MYP Certificate a candidate must:

1. Participate in the programme for the recommended period of at least two years, with a minimum of one year (MYP Year 5)
2. Complete the on-screen examinations for a minimum of four subjects, one from each of the following groups: language and literature (English), individuals and societies (history or geography), science (biology or chemistry or physics) and mathematics
3. Submit an ePortfolio for language acquisition (or complete the on-screen examination for a second language from the language and literature group)
4. Submit at least one ePortfolio from any of the following subject groups: arts, physical and health education, or design
5. Take the interdisciplinary on-screen examination
6. Submit a personal project
7. Complete the school's requirement for community service.

## What does the MYP Certificate include?

A grade from at least one subject from each of the following six subject groups:

1. Language and literature
2. Language acquisition (or a second language and literature)
3. Individuals and societies (history or geography)
4. Mathematics
5. Sciences (Integrated Sciences or Physics or Chemistry or Biology)
6. Arts

7. Physical and health education
8. Design.

A candidate is allowed to enroll for any number of courses, including language acquisition, arts, physical and health education, and design. However, only six courses are taken into consideration for the attainment of the MYP Certificate award. If a candidate takes more than one subject from the same subject group, the highest grade will count towards the certificate.

For each subject, one from each of the minimum six subject groups, up to 7 points can be obtained. Additionally, the interdisciplinary assessment can contribute up to 7 points and the personal project another 7 points. To achieve the MYP Certificate a candidate must gain at least **28 points** overall, but a **grade 1 or grade 2 in any subject, the interdisciplinary assessment or the personal project** cannot contribute to the award of the MYP Certificate.

The IB Organization actively promotes wide recognition and acceptance of the MYP Certificate or MYP Course Results as a basis for continuing education but does not guarantee recognition of the MYP Certificate or MYP Course Results by any institution or relevant authority in a country.

## THE MYP CORE: SERVICE AS ACTION (SA)

*“If you believe in something, you must not just think or talk or write, but must act.”*

Alec Peterson, Head of the IBO, 2003

As a major part of the ethos of both GWA and the IB, we strive to support students in becoming active members of their communities, who participate actively and responsibly in a changing and increasingly interrelated world.

A major facet of our MYP is **Service as Action** activities and reflection. Each student completes a number of service based ‘experiences’ each academic year, reflects upon them, and records these on the ManageBac platform.

These experiences may include a large number of charitable events such as the following: Pink Week and Spirit Week, as well as helping organize our own GWA National and International Day celebrations. There are also service-based trips across the UAE and beyond, with a particular focus on students’ experiences during the annual GWA ‘Week Without Walls’.

Students are supported by their Form Tutors to identify possible experiences and in completing the reflection process for each Service as Action activity.

Student-centred and personalised learning for every student, in a respectful environment so that all our students are safe, secure and successful.



We see genius  
in every child



### The importance of SERVICE AS ACTION

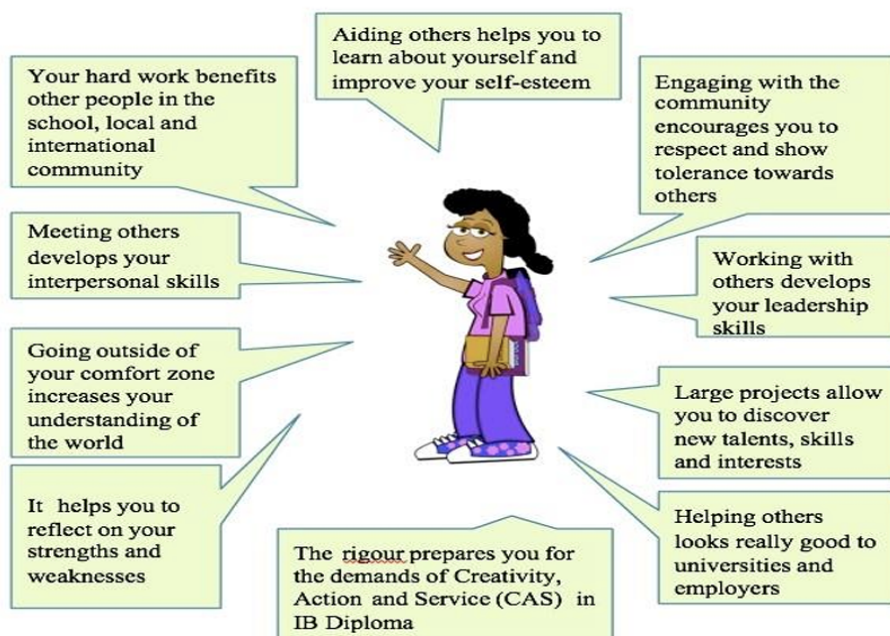


Fig 1: ER School Service Guide

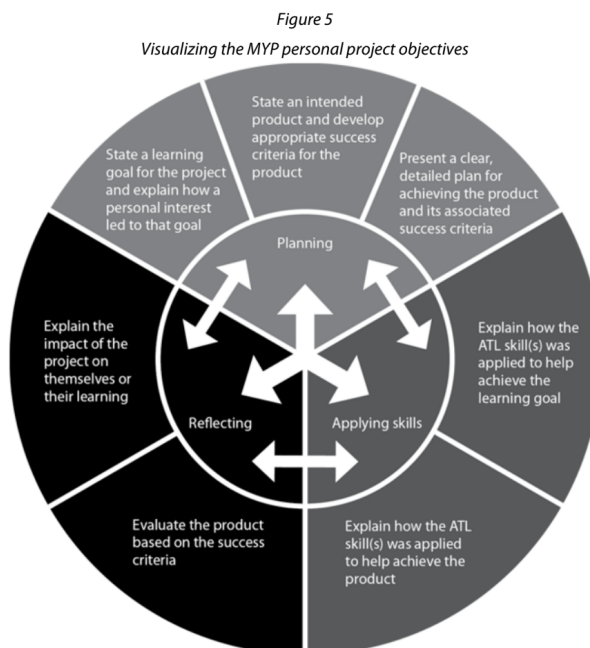
### THE MYP CORE: THE PERSONAL PROJECT

During Grade 10, all MYP students engage with the **Personal Project**. It is formally assessed within GWA and then externally moderated by the IB.

The personal project encourages students to practise and strengthen their 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 the MYP.

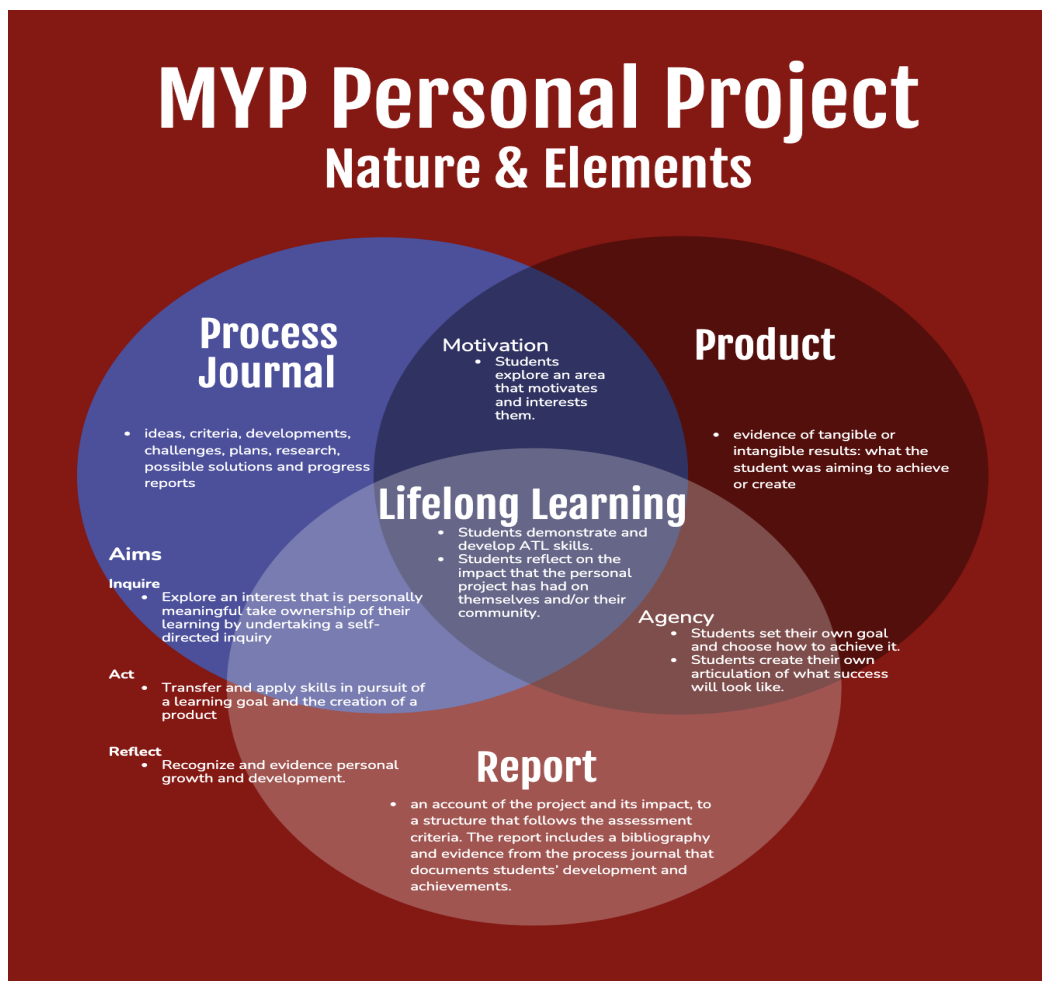


## Visualizing the MYP personal project objectives



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 students with an essential opportunity to demonstrate ATL skills developed through the MYP; and foster the development of independent, lifelong learners.



Students develop a detailed action plan and then follow this plan to create an innovative product using their own initiative. Students also describe, explain and reflect upon their experiences via a final written report.

More details on **Personal Project** products can be found on [personal project website](#).

Service as Action and The Personal Project are overseen by our [MYP Service as Action and MYP Personal Project Coordinators](#).

## THE GWA MYP+

What makes the GWA Middle Years Programme special? We not only prepare students for their next academic challenge, whether this be at IB Diploma level or another academic system, but also encourage and develop students' curiosity and skills in all aspects of life. This can range from their own interests and hobbies, to using a strong entrepreneurial mindset to find solutions, in order to become active and successful members of their local and global communities.

### Entrepreneurship and The HUB

GWA opened its entrepreneurship HUB in 2019, and has already enrolled large numbers of students involved in a wide variety of experiences. These include GWA-based and workshops offered by local and global entrepreneurs, Samsung innovators, gaming and coding competitions, and our own GWA Social Impact Challenge.

We strive to continuously develop these programmes in line with the IB MYP curriculum and IB Approaches to Learning (ATL) skills, to create opportunities for students to challenge themselves, and to develop innovative projects beyond their classroom learning.

These activities associated with the HUB are facilitated by our EIE Director, Ms. Helen Al Uzaizi.

### The Social Impact Challenge

The Social Impact Challenge is an annual multi-day event in which all students from Grade 6 to Grade 10 work together in mixed teams to solve a specific challenge. In June 2022, the challenge focused on various UN Sustainability Development Goals related to MYP subject areas, in which students were tasked with coming up with an impactful, sustainable and scalable solution, service or product to tackle this challenge, and to establish a realistic company to provide or manufacture the product.

In the January 2020 Challenge, for example, 75 social enterprise companies were created and displayed at a final EXPO, with external judges from Dubai's entrepreneurship community selecting the Top 10 companies. These Top 10 companies were invited to display their projects and pitch their ideas to top executives and entrepreneurs at GWA's entrepreneurship, innovation and environmentalism center, The HUB.

### GWA Enrichment and After School Activities Programme

Students are strongly encouraged to involve themselves in a wide range of experiences beyond our academic subjects. GWA offers a weekly programme of hundreds of possible activities which take place each day. Opportunities are offered by staff within GWA as well as some outside companies. Activities with outside providers usually incur an additional cost.

The Enrichment Opportunities and ASA Programme take place in three sessions (one per term) which usually run for eight weeks each.

Previous examples have included:

In the Academy	Outside Provider
Duke of Edinburgh International Award	Ski Dubai
Sports teams	Horse riding
Model United Nations	STEM Robotics
Board Games Club	Metamindz

### Week Without Walls (WWW)

This has historically been a week that has seen a collapsed timetable for all GWA students. Instead of a normal schedule, all students have been able to take part in a vast range of possible experiences, both at home (at GWA or elsewhere within the UAE) or abroad.

Our WWW will be calendared as follows.

- G6-10 February 05-09 2024

The Enrichment Opportunities (ASA) and WWW Coordinator is Mr Dean Winders

### BYOD Policy (Use of Technology)

The Middle School is proud to be innovative in its use of technology. All students are expected to bring a laptop to school each day, ensuring that they have access to all available resources in their lessons.

- A laptop can be either Apple or PC Windows-based.
- Students must ensure their laptops to be fully charged before the start of the day

## SECTION 3: STUDYING AT GWA

### SCHOOL DAY

Please refer to our [Home School Agreement](#)

#### Our Expectations

At GWA we aim to create a caring, safe and nurturing environment that promotes mutual respect and trust and supports 100% disruption-free learning. This involves adhering to the GWA GENIUS Values, and the IB Learner Profile at all times.

#### Behavior and Consequences

GWA's Behavior Policy which can be found on the GWA website addresses forms of acceptable and unacceptable behavior and outlines the ways we address them, whilst promoting habits of self-discipline, kindness, pre-emption, consequences and support.

In cases where a student fails to adhere to Academy expectations, they will receive a behavior point in accordance with the Behavior Policy. Students in Middle School who fail to meet expectations in terms of behavior or attendance will meet with teachers, Subject Leaders, Grade Leaders and/or the MYP Coordinator to reflect on their actions and plan for future improvement.

More serious incidents will be dealt with according to the GWA Behavior Policy. The MYP Contract can be found in Appendix B.

### ATTENDANCE

Students are expected to be present regularly throughout the year and to fully participate in the academic program.

Students should aim to arrive at least 10 minutes before the start of the Academy day to allow time to visit lockers and ready themselves for morning lessons. Students are expected to be in class on time for lessons to begin at 08:00.

#### Registration

Morning registration is essential and takes place during tutor time at 08:00. Attendance continues to be recorded during the day and students are expected to arrive on time to all their lessons.

#### Illness

When a student is ill please email the Secondary Receptionist/Grade Leader as soon as possible, call the Secondary office at 04 373 6328 or email [j.alcheikh\\_gwa@gemsedu.com](mailto:j.alcheikh_gwa@gemsedu.com) If the days absent exceed

two days then a doctor's report must be handed into the Secondary office when the student returns to the Academy.

## UNIFORM

All students must wear the Academy uniform when attending or representing GWA. We expect that all students have consistent uniforms and these must be worn from the first day of school. Please refer to the **Uniform Policy** which can be found on the GWA website for more information regarding the uniform expectations.

## TUTOR TIME

Each student at GWA has a Form Tutor. The Form Tutor is responsible for supporting students throughout their time at GWA, and for leading Tutor Time.

### Personal Support

The Form Tutor will arrange to meet with students on a 1:1 basis at regular intervals. The timings of these meetings are arranged between the student and their Form Tutor, and are a crucial chance for students to reflect on their progress, as well as raise any questions, comments or concerns they may have – although they can of course raise any issues outside of this meeting too.

The Form Tutor will also be the main point of contact between the Academy and parents, and will be able to meet with parents several times throughout the year at Parent Teacher Conferences.

## PERSONAL WELLBEING

The Middle Years can be a challenging time for students as they transition from childhood to early adulthood. This is an extremely exciting time, but it can also be quite unsettling. Students and parents are starting to make the first of many decisions about the future. On top of this, students are embarking on a demanding educational course and may be in a new school situation with new peers.

All of this has the potential to be overwhelming and unsettling; it is therefore no surprise that young people can experience particularly high rates of anxiety, stress, and, sometimes, depression.

At GWA, there is nothing we take more seriously than student health and wellbeing. **If you are struggling, don't struggle alone!** Make sure you speak to your Form Tutor, counselor or one of the MYP team. There is no such thing as a problem which is too trivial - the sooner you seek help, the sooner we can support you in making sure it doesn't become a bigger problem! And although you might feel like you are the only one struggling, chances are you won't be alone.



You can also find support within your peer group and use your friendship network to look out for and look after each other. Outside of your friendship group, your counselors and Grade Leaders can also support you in tackling some of these issues.

## STUDENT LEADERSHIP

It is expected that students in the Middle School take on leadership responsibilities through their Service as Action experiences (the SA Handbook details the Learning Outcomes and expectations).

Many students also assist with the running of the Academy, through working as part of the Student Council, as House Captains or as mentors for younger students.

There are also a vast array of other roles that students can explore and develop within the Academy's Enrichment Opportunities (ASA) and the Entrepreneurship Hub.

## ASSESSMENT SUBMISSION POLICY

The IB MYP is a demanding, rigorous course. It is essential that students work steadily throughout the year, and submit all assessments, Service as Action requirements, and the Personal Project in line with the Academy calendar. Not doing so will lead to missed grades, behavioral consequences and the potential of several pieces of work piling up towards the end of the course, to the student's detriment.

We therefore operate the following assessment submission policy within the Secondary School:

- On the first occasion that a piece of coursework is not submitted on time, the teacher will email the student's parents to notify them and record it on iSAMS as a warning. The teacher will organize a second deadline with the student. This will usually be either the next day, or the next lesson.
- If the second deadline is also missed by the student, the teacher will email the student's parents, the Director of Learning for the subject and the Grade Leader to notify them and record it on iSAMS as a level 1 behaviour point. The teacher will organize a third and final deadline with the student.
- If the third deadline is missed, the teacher will email or call the student's parents, Director of Learning, Grade Leader and MYP Coordinator to notify them and record it on iSAMS. A level 2 behavior point will be given. Students will be asked to stay during summative catch up session every Monday until work has been completed and they have successfully completed the assigned work. This shall take precedence over any other enrichment activity till the work is completed.
- If student misses the final intervention and work is not submitted students will be awarded a "0" on that summative criteria.

For more information on the consequences of missing deadlines, please refer to the [Secondary Assessment Policy](#).

## TRANSITIONS AND CAREERS COUNSELING

Students begin to make subject choices and some broad career decisions during their Middle Years Programme. They are supported in their course selection through a series of assemblies, discussions with their Form Tutors, and sessions with both the Counseling team and the Senior School Leadership Team.

Initial subject choices are made in Grade 6 through to Grade 8 in each year. The programme of support and counseling is developed with a series of assemblies, workshops and 1:1 interviews during both Grade 9 and 10.

### Transition to the Senior School

The documents contained in this section are summary guidance only; the full policies are on our website.

Every student in GWA with a good behavioral record is entitled to a place in the Senior School. Depending on students' academic performance they are able to qualify for one of the pathways on offer.

To qualify for the Diploma Programme students must meeting the course requirements identified in the curriculum pathway and prerequisite document [here](#).

### Progression Requirements

We are committed to ensuring that all students are successful in their studies. It is essential that students take their studies seriously and make good progress. We therefore expect students to have achieved the following at the end of each year:

- A final grade of at least '3' in each subject
- Be on track to successfully complete their Service as Action component
- During the transition from Grade 9 into Grade 10, students must also begin to engage with the MYP Personal Project

**If a student is unable to meet these targets, a student may be required to repeat the year at the same grade level.**

## Successfully completing Grade 10

The Grade 10 MYP Celebration takes place in June each academic year. Graduation from Grade 10 is determined by performance in both academic **and** MYP Core components. These are finally assessed in the T3 report.

## LOCAL AND INTERNATIONAL VISIT AGREEMENT

Students at GWA will, as part of their studies, frequently take part in activities, including trips, visits and community work, to both local and international destinations. To enable staff to effectively administer these activities, GWA operates a local and international visit agreement. This agreement means that staff will inform parents, by letter, when their child is taking part in an activity in the local or international community. It is assumed that if a parent has signed the visit agreement, they consent to their child taking part, unless they contact the member of staff organizing the event to withdraw consent.

## APPENDIX A: ACADEMIC INTEGRITY POLICY

All GEMS World Academy, Middle School students are expected to maintain the highest standards of Academic Integrity. The list below gives some examples of unacceptable conduct; please note, this is an illustrative, non-exhaustive list.

- Copying material from a textbook or the internet, and presenting it as one's own work. For example, for homework, for MYP tasks and assessments, or for a Personal Project. This is known as plagiarism
- Submitting work prepared in whole or in part by another person and representing that work as one's own. This includes another student, tutor, or family member.
- Preparing work in whole or in part, with the expectation that this work will be submitted by another student
- Use of AI generated content such as Chat GPT or DALL-E and representing that work as one's own or without proper citation
- Use of AI assisted writing or paraphrasing tools and representing that work as one's own
- Taking unauthorized material into an exam room (for example, an electronic device other than a permitted calculator, own rough paper, notes, a mobile phone) regardless of whether this material is used or potentially contains information pertinent to the exam
- Misconduct during exams, including any attempt to disrupt the exam or distract a candidate
- Exchanging or in any way supporting, or attempting to support, the passing on of information that is related to the exam
- Failing to comply with the instructions of the invigilator or other member of the Academy's staff responsible for the conduct of the exam
- Impersonating another candidate
- Submitting the work one has done for one class or project to a second class, or as a second project, without the prior informed consent of the relevant instructors
- Using an unauthorized calculator during an exam
- Disclosing or discussing the content of an exam paper with a person outside the immediate Academy community within 24 hours of the end of the exam. This includes discussion on social media, website blogs or similar.

### Academic honesty in the age of AI

The increasing use of AI technologies in research and writing has made it easier for students to plagiarize, intentionally or unintentionally. Therefore, it is important for students to understand how to use AI tools effectively and ethically, and to ensure that their work is their own. AI generated content, when properly cited, can be useful for brainstorming ideas, however should be avoided for critical thinking and reflective tasks. Furthermore, AI assisted writing and paraphrasing tools for submitted work is in violation of the academic integrity policy.

### **The distinction between legitimate collaboration and unacceptable collusion or plagiarism**

There are occasions (e.g. in MYP investigations or other assessments) when group work is entirely desirable and acceptable. This is a legitimate collaboration. In such a case, each student involved should play a distinct part so that it can be clearly seen how her or his contribution differs from that of others in the group. Any written work presented must be individual. One student cannot do the writing for another. Unacceptable collusion occurs when one student copies from another with her or his agreement, or when one student does the work for another.

### **Academic Honesty Procedure**

Step 1: In the event that a teacher suspects a student has submitted plagiarized work, the teacher will arrange a meeting with the student to discuss the matter and provide the student with an opportunity to explain their work.

Step 2: If the teacher still suspects that the student's work is plagiarized, the Department of Learning (DoL) and the relevant Middle Years Programme (MYP) Coordinator (Jason Caesar for Grades 6-8 and Zunaira Siddiqi for Grades 9-10) will be notified of the incident and the student's name.

Step 3: Following an investigation by the teacher, DoL, and MYP Coordinator, a meeting will be scheduled with the student to discuss the matter further.

Step 4: If this is the student's first violation, they will be given an opportunity to resubmit their work. Alternatively, if the student disputes the allegation of plagiarism, a meeting with the parent or guardian will be arranged.

Step 5: The student's name will be recorded by the Coordinators to track any repeat offenses in the future.

Step 6: For repeat offenses, cases will be escalated to the assistant principal or principal, who will determine appropriate consequences such as the student receiving a "0" in that particular assessment and potential behavioral consequences.

## APPENDIX B: EXPECTATIONS OF STUDENTS

We expect only the highest standards of behavior from our GEMS World Academy students. This involves adhering to the GWA **GENIUS** Values and the IB Learner Profile at all times.

### Student and Parent Contract

Students are expected to uphold the following expectations.

I will:

- Take responsibility for my own learning, by committing fully to my course and submitting all work on time in accordance with the Academy's Deadline Policy.
- Ensure all work I submit is entirely my own, in accordance with the Academy's Academic Integrity Policy.
- Follow the Uniform Policy.
- Respect the facilities and make good use of the lesson experiences and opportunities.
- Arrive punctually each day, maintain attendance of over 97%; if unable to attend school due to illness, I will contact the Attendance Office by 08:00.
- Be a role model for younger students, by maintaining exemplary standards of behavior in accordance with the Academy's Behavior Policy.
- Engage fully in the school community, through volunteering and/or extracurricular activities.
- Attend all interventions recommended by the Middle School Team.