

# Middle Years Programme Gr 6 - Gr 10 Parent Handbook



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## WELCOME TO FAIRGREEN

Dear Parents,

At Fairgreen International School we strive to ensure your child is happy and achieving their full potential. Our Middle Years Programme is designed to prepare our students to be lifelong learners who form active and responsible members of local, national and global communities.

The International Baccalaureate is designed to develop internationally minded young people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. We achieve this by encouraging *all* members of our community to strive to develop the ten attributes of the IB Learner Profile by becoming better:

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



We hope this guide will help answer some of the questions you may have about the logistics of your child's time in the Secondary phase of the school. It is important to us that we work together to ensure your child gains the most from their education.

Yours in learning,

*The Secondary Leadership Team*

## OUR MISSION AND VISION

### OUR MISSION

At Fairgreen International School in Dubai, our mission is to provide an exceptional international education that embraces sustainability in all its forms.

### OUR VISION

Our vision is to be an exemplary learning community that promotes purposeful and innovative solutions for a sustainable world.

### OUR PILLARS

As a member of the Fairgreen International School educational family, you will have the opportunity to experience and bring alive the central pillars that drive our journey to educational excellence.

- |                                  |                             |
|----------------------------------|-----------------------------|
| 1. Academic Growth & Achievement | 4. Wellbeing                |
| 2. Sustainability                | 5. Innovation               |
| 3. Character                     | 6. International Mindedness |
|                                  | 7. Social Responsibility    |



### ACADEMIC GROWTH & ACHIEVEMENT

With individualized learning and inquiry-based teaching methods, Fairgreen students set and achieve their educational goals, guided by dedicated and caring teachers and staff.



### SUSTAINABILITY

Students, teachers, parents and the entire Fairgreen community are committed to living a sustainable lifestyle by treading mindfully on our planet, supporting sustainable businesses, and being ambassadors of sustainable living.



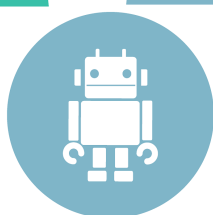
### CHARACTER

Fairgreen students learn how to access the psychological, social, cultural and physical resources required to sustain their wellbeing, developing resilience and ethics, building essential life skills, and responding positively to adversity.



### WELLBEING

The Fairgreen community takes a happy and healthy approach to physical, social, mental and emotional wellbeing by creating an environment where students feel safe and connected, learn good nutrition, and adopt fitness as a lifelong habit.



### INNOVATION

From the early years, curiosity and imaginative thinking are cultivated as the building blocks to innovation, and Fairgreen's project-based approach encourages students to actively pursue creative solutions throughout their learning journey.



### INTERNATIONAL MINDEDNESS

With local and global contexts integrated into learning opportunities, Fairgreen students appreciate their position in a global classroom, learning the values of tolerance, open-mindedness, acceptance and respectful dialogue.



### SOCIAL RESPONSIBILITY

Fairgreen students are driven by their pledge to make the world a better, more peaceful place. Fairgreen offers a broad range of opportunities to make a meaningful impact, both locally and globally.

## COVID-19 PROCEDURES

### START AND END TIMES

Start and end times of school are staggered so that we have fewer students gathering together on entry and departure from school. These timings have now been approved by KHDA. Please note these timings as they are different to last year.

The staggered start times are as follows;

- PreK, KG1 and KG2 -8:00am
- G1 - G5 - 7:55am
- G6 - G11 - 7:50am

In this way, ALL entrances can be used to increase the speed of entry and decrease physical proximity. Parents with students who span these groups and are not able to make return trips may drop their children together, with children going straight to classrooms from 7:45 a.m. onwards. Families should arrange for siblings to be dropped off at the earliest arrival time.

Departure times are:

- PreK and KG1 - 1:30pm
- KG2- G11 - 3:30pm

### ARRIVAL AT SCHOOL

Children and parents should wash hands thoroughly before leaving the house and check their temperature is not above 37.5°C. If it is, they should stay at home. No one with a temperature above 37.5°C is allowed on campus. Any child with a temperature of 37.5 C or above will go to the auditorium and will have their temperature checked again once they have cooled down. If their temperature is still above the required temperature, they will be taken to the specified isolation room (swimming pool changing room) and referred to Nurse Jane.

In the event of Covid-19 symptoms a member of school leadership, or the school nurse or doctor will phone a parent to arrange immediate pick up of the child with Covid-19 symptoms. The parent will then take their child home, and the nurse will call Reception to log their exit. The child should undergo PCR testing and submit the result to the school before they can return to school.

All students and staff will have their temperature taken before entering the campus. All staff, all visitors and students from Grade 1 upwards will be required to wear masks at all times.

Unfortunately, parents of older students will not be allowed on campus unless there are exceptional circumstances. Parents of PreK, KG1 and KG2 students will be allowed on campus, with masks, but will be asked to drop off their children and not enter the building. Four separate entrances will be used:

1. The new entrance near Sustainable City field
2. Entrance adjacent to equestrian exercise area
3. Entrance to the right-hand side of the front of school from main car park
4. Main entrance

Parents are always required to wear their ID badges when on the school premises. A visitor's pass can be obtained from the security staff when a valid EID, copy of passport or driver's license is presented. Access will not be granted without the ID Badge.

## ID BADGE

How to obtain an ID Badge:

Please send an email to [info@fairgreen.ae](mailto:info@fairgreen.ae) with the following:

- A clear high-resolution photo (head shot)
- Full name
- Clear copy of your Emirates ID
- Child's full name
- Child's grade
- Relation to the child

Three ID badges are given complementary per family.

For any additional ID badges, a charge of 50 AED per ID badge is levied. In case the ID badge is misplaced or lost, the cost of a new ID badge is 50 AED.

Please update us on [info@fairgreen.ae](mailto:info@fairgreen.ae) when there has been a change with nannies or drivers.

## ATTENDANCE AND PUNCTUALITY

Expected attendance in the Secondary School is five days a week, Sunday to Thursday from morning registration at 8:00am to 3:30pm for Gr6 to Gr11.

Unexcused absences are recorded in each student's individual records and reports. Leave requests should always go through the appropriate member of staff for permission. The school will carefully consider a parent's request and take into account the child's current educational needs and attendance record.

Please see the Absenteeism Policy.

If your child is sick (absent), please notify the school before 7:30AM by sending an email to [absence@fairgreen.ae](mailto:absence@fairgreen.ae) or call 04 875 4999.

Students who show any signs of illness must not attend school and in the event of a positive Covid 19 test, school must be contacted immediately to enable contact tracing. Parents will be informed that if any member of the household has symptoms of Covid-19, they need to inform the school and refrain from sending their child to school.

## DROP OFF

For children not arriving on the school bus, we kindly ask parents to drop off the children on time.



## LATE ARRIVAL

If you are late to school please pass by the auditorium to sign in. You will not be able to take your child directly to class, someone from our staff will take your child/children to their class.

## IN SCHOOL

Social distancing reminders are displayed throughout school. Students must wash their hands before they enter the classroom: this is at the beginning of the day, after the break, after PE, before lunch, after using the toilet or any other time they enter the room, and when they leave the classroom.

Grade 6 – Grade 10 will either eat lunch in their homerooms or in the cafeteria. Breaktimes will also either be in their homerooms or in an outdoor space, weather permitting.

Classrooms will have tables separated 1m apart. Additional cleaning service will take place in between sessions.

When students are moving around the building, they need to adhere to the following expectations. It would be helpful if parents went through these expectations before school starts. Teachers will constantly reinforce these.

They include:

- Maintain social distancing using the stickers where applicable.
- Everyone washes or sanitises their hands before moving to another section of the school.
- Keep on the right when moving up and down the stairs and through the hallways.
- Stay 2 meters apart in the hallways and on the stairs.
- Children must wash their hands after using the toilet.

## LEAVING SCHOOL

Dismissal will be at 3:30pm for all Secondary students. Pick up point will be the same as drop off locations in the morning.

## EARLY PICK UP

Although we understand emergencies may occur, you will not be able to collect your child from the classroom. A member of staff will pick up your child and bring him or her to the reception area.

## SCHOOL BUS

Children departing on the bus will gather in the cafeteria following social distancing protocols. Each bus group will be gathered in different areas.

The school bus provider, Maverick, will test the temperature of all students before they board the bus. They will also require all students to use hand sanitiser before boarding and exiting the bus. Although the schedule is staggered, students arriving by school bus will go straight to their homeroom classes.

## WHAT TO BRING TO SCHOOL

Students will bring only a clean water bottle, three face masks, and their packed lunch if they have not ordered lunch from the cafeteria. They will also bring some basic stationery items with them each day. In your child's school bag please send in a labeled pencil case, which includes the following.

Stationery requirements:

- o HB Pencils
- o A pencil sharpener
- o A set of colored pencils
- o A glue stick
- o An eraser
- o A ruler
- o 2 x highlighters pens
- o Pens
- o Blunt tipped scissors

## HOMEROOM CLASSES

Each year, students moving up to the next grade level will be distributed with an even spread of gender, age and nationalities in each class. It also helps to ensure that new students can easily make friends and existing students can connect with other students to expand their social network.

A lot of attention is being put into making sure each student is placed in the right group according to the requirements mentioned above. Decisions are made in collaboration with both the class teacher and a member of the Senior Leadership Team, therefore, parent requests will not be entertained.

## STUDENT COUNCIL

The Student Council is an elected body of students who represent the voice of the student population. Students from each grade are elected to voice students' opinions and to care for their wellbeing. They meet regularly to suggest new ideas and ways of improving our school.

## AFTER SCHOOL ACTIVITIES (ASA) & FIELD TRIPS

Until further notice field trips and after school activities are being suspended for the time being until a clearance has been given by KHDA.

**Please understand that the situation created by Covid-19 is one that is constantly changing and requires us to be agile and adaptable.**

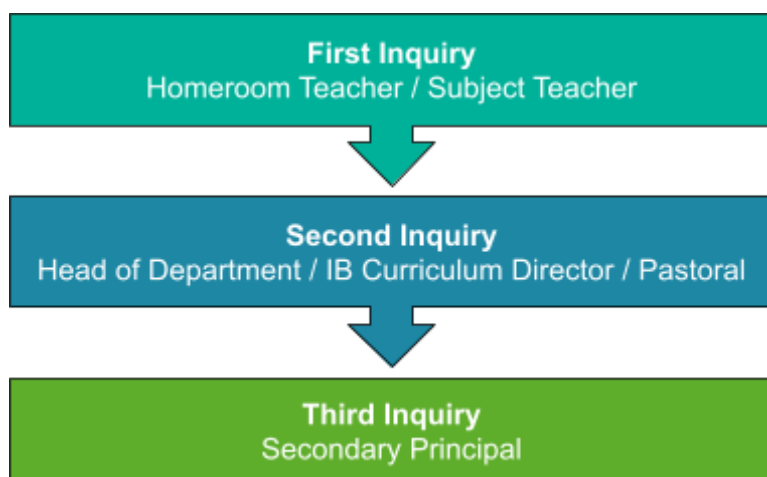
## SCHOOL COMMUNICATION

We have several ways of communicating with our parents. Although we are happy to say we have an open-door policy and we are accessible, talking to teachers for an extended period of time during drop off and pick up is not recommended as we would like to minimise disruption to the start of the day and maximise teachers' attentiveness on giving each child / family a warm welcome. If a meeting is needed, please send an email to the teacher and book an appointment. Meetings will be scheduled via Zoom.

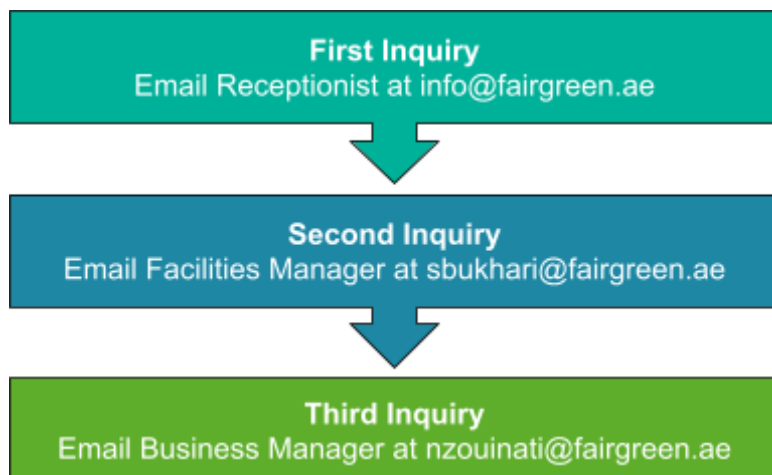
Fairgreen believes that partnerships between the school and home are important in supporting students in reaching their goals. There will also be formal opportunities to meet with your child's class teacher such as parent / teacher / student conferences to ensure everyone understands their role in supporting the student.

When making inquiries it is vital that we ask all parents to follow the flowchart below. In most instances we find the best person to speak with is the homeroom teacher or subject teacher.

#### ACADEMIC/EDUCATIONAL MATTERS



#### PARENT SCHOOL COMMUNICATION PROCEDURE REGARDING OPERATIONAL MATTERS



If you have other concerns regarding school cafeteria, school buses, uniform etc. then please send an email to [info@fairgreen.ae](mailto:info@fairgreen.ae). This will be received and redirected by our Receptionist, who will be the first point of contact.

The following process should be followed when communicating with the school regarding operational matters.

- First Inquiry: An email communication is sent to the receptionist at [info@fairgreen.ae](mailto:info@fairgreen.ae).
- Second Inquiry if unresolved: An email communication is sent to the [facilities manager](#).
- Third Inquiry if unresolved: An email communication is sent to the [business manager](#).

## EMAIL

While we encourage parents to send emails to our teachers as the preferred mode of communication, teachers are not always able to respond to emails immediately, as they are with the children throughout the day. The school also encourages teachers to disconnect from their email and focus on their own families from 6pm each weekday evening and throughout the weekend. Parents should not expect email communications during this time. If you need to convey an urgent message to the teacher, please call the school reception at tel: 04 875 4999

## HOMELEARNING

At Fairgreen, we believe that education should not be restricted to the school. Our approach to homelearning is supported by educational research. Research provides strong evidence that, when used appropriately, home learning benefits secondary school student achievement and helps them to foster good study habits. Each Grade Level and Homeroom will be provided with a Homelearning timetable.

## ELECTRONIC DEVICES

At Fairgreen, we take a balanced approach to the use of technology. We will seek to prepare our children with the skills and attitudes they need in order to flourish in global society. In reality, this will mean periods where we intentionally disconnect from technology and experience the richness of life through our own senses not through a camera lens and enjoy the social interactions that are as much as ever, the cornerstones to a successful and happy life.

We also stress the importance of young people using technology in an effective and ethical manner. In terms of use of devices, based on best research, we have decided on the following: All students enrolled in **Grades 6 through to Grade 10** will be encouraged to bring a fully charged device on a daily basis, as part of their normal school routine. We propose the following specifications for iPads to ensure a consistent learning setup and a rich experience for students in G6-10

- Students in grade 6-10 can choose between a Macbook (8 GB ram, 256 GB storage of Intel or Apple M2 chipset) or an iPad 10.2 (WiFi, 128 GB, the new 8th generation iPad) with a keyboard and a pencil.

Fairgreen advocates that parents purchase the AppleCare protection package for your child's iPad. Although we will educate and promote safe and responsible iPad care, accidents can happen. The AppleCare program will allow you to quickly have damaged iPads repaired, avoiding discord over any damage and preventing surprise repair costs.

We strongly recommend that you purchase your child's device from this source to avail of two key benefits:

- You will receive educational prices from an authorized source
- The device will be enrolled in the school's Device Enrolment Program (DEP) which will help in the provision of all required content and school provided applications needed for their learning.
- We also require student devices to be enrolled in our Mobile Device Management Solution- more information on this is provided to our parents in the final weeks of August leading up to the start of the new academic year.

Any technical questions or concerns can be directed to [ihelpdesk@fairgreen.ae](mailto:ihelpdesk@fairgreen.ae).

## BEHAVIOUR

Our behaviour policy is based on the principles of restitution.

Restitution - A working definition: Restitution is a process for helping students to become increasingly self-directed. Mistakes are regarded as being an important part of the learning process. Building a safe learning environment for students provides a place for both making mistakes and learning from mistakes.

Fairgreen International School has a very detailed behaviour policy, with clear expectations for students which is available for parents on our website. Please find the Guiding Principles below. These principles apply to all members of our school community, and should guide our conversations and decisions in relation to student learning and behaviour.

We will:

- Be caring and principled and treat all people fairly and with respect.
- Promote an inclusive, safe and healthy environment for all.
- Be open minded and listen to student voice and take their concerns seriously.

We believe:

- In building a compassionate, internationally mindful school where we care for ourselves, care for others, and care for our planet.
- That everyone in the school community should celebrate and model positive behaviour, value each other's strengths and aim to make a difference.
- That being honest and open about mistakes offers opportunities to learn and grow.

- All members of the Fairgreen community to uphold high standards of behaviour.
- All members of the Fairgreen community to ensure a safe and healthy environment in all its forms.
- All members of the Fairgreen community to be attentive and caring towards others.

## SCHOOL PROPERTY

We are very proud to offer students a sustainable learning environment, while we teach students about recycling, reusable energy, waste etc. Whether we are teaching students here at Fairgreen International School, the surrounding areas, or outside on a school trip we still care for our environment. Therefore, students who deliberately damage school property, or if property is damaged on a school trip will be sanctioned and charged. This includes but is not limited to; library books, text books, school materials, school furniture, walls, outside areas, and any other school property or equipment. Students who cause such damage will be responsible to cover all costs to repair or replace.

## UNIFORM

All students are expected to be properly groomed for school and to wear the school uniform daily unless otherwise stated by the class teacher. Comfortable and flexible shoes for PE, play and activities is what we expect from our students day to day at Fairgreen.

The School uniform must be purchased from our school store:

- Khaki shorts or skirts
- Fairgreen Polo Shirt
- PE Uniform
- The Fairgreen Cardigan
- The Fairgreen Cap
- The Fairgreen Swimwear

NB: Make sure your child's uniform is labeled including jackets, caps etc.

## UNIFORM STORE

The Uniform shop is opened Monday and Thursday from 8:00am - 3:00pm.

During the first week before school starts and a couple of weeks into the new academic year the uniform store will have extended working hours. Communication will be sent out prior to the dates.

## HOUSE SYSTEM

Each student is allocated a house color and during sports days the students will come to school in either of these colored shirts:

IGNIS

TERRA

AQUA

CAELI



Fire



Earth



Water



Air

## CAFETERIA

School lunch can be purchased from Swiss Canonica which offers a variety of healthy meals throughout the week. An email will be sent out with a link for parents to be able to order hot meals every day. The rate is 20 AED/meal inclusive of VAT. If you require assistance, please contact SwissCanonica's Team directly at [fairgreen@swisscanonica.ae](mailto:fairgreen@swisscanonica.ae)

## HEALTHY EATING

All students will have a 20 minute break time in the morning and a 40 minute lunch break daily. Please make sure they have plenty of food and drinks provided. Parents are requested to ensure all foods sent to school are healthy. We are also a pork free school.

Items not permitted in school are sugary snacks, chocolate related foods, fizzy drinks, donuts, candy, cakes etc.

Fairgreen International School carries a nut free environment due to severe nut allergies. please do not send in nuts, sesame seeds, peanut butter, or any other foods containing nuts.

Please note some foods that contain sesame and or pine nuts are Hummus, Zaatar and pesto.

Sharing food is not permitted due to allergies and diet restrictions. A healthy diet for students is very important!

- o It helps to improve their concentration, learning and behaviour.
- o Promotes proper physical growth and development.
- o Builds up their strength.
- o Promotes resistance to infection.
- o Gives plenty of energy.
- o Helps them to establish healthy eating habits for life.

## LOST PROPERTY

Lost property is located at the reception on the ground floor and will be stored there until the end of each half term. Lost property is given away to local charities if not claimed. Students are reminded to check the lost property in advance. For any valuable Items that may have been misplaced whilst at school, please speak to Reception as these items are kept securely until they are claimed

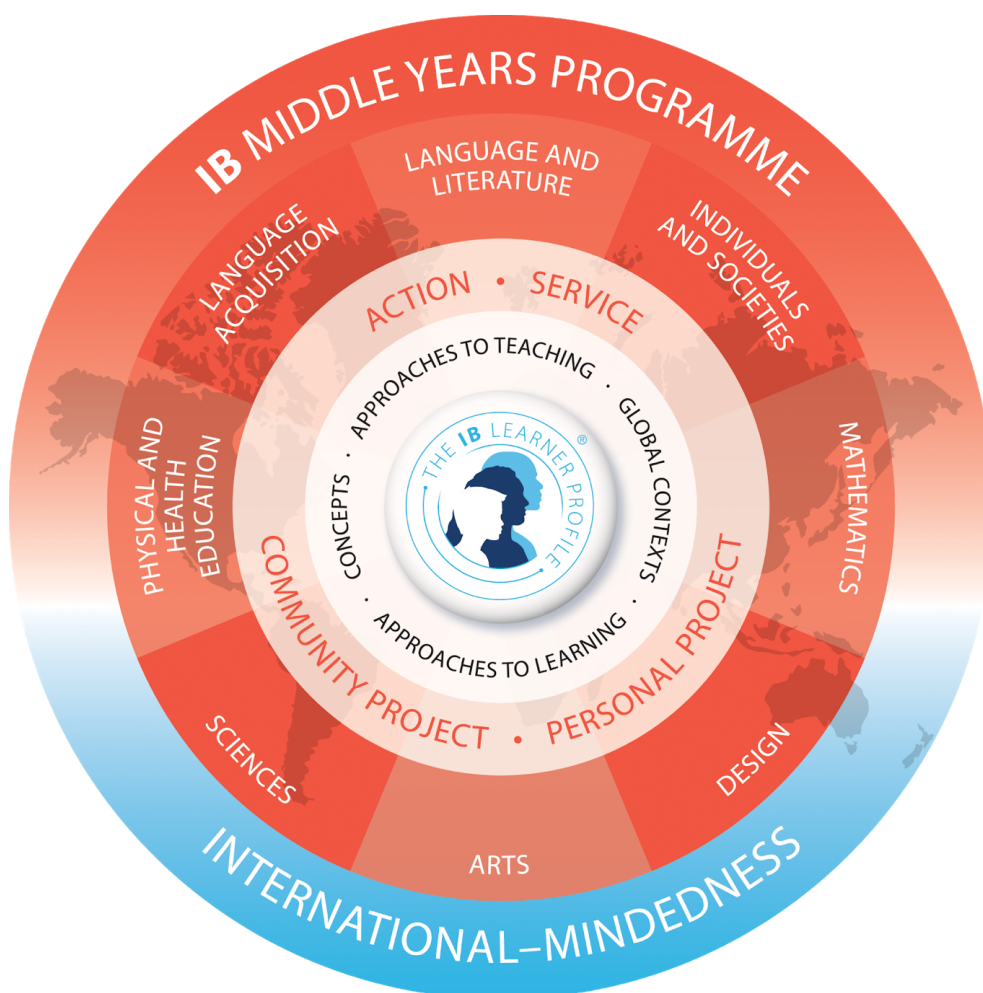




## MIDDLE YEARS PROGRAMME (MYP)

The MYP provides a framework of academic challenge that encourages students to not only explore the connections between their subjects and the real world, but also to become critical, reflective thinkers as well as inquirers. It is composed of a transdisciplinary model where global contexts, interdisciplinary key concepts and subject specific related concepts are explored both in and outside of the classroom. The subject groups are interrelated and integrated wherever possible, providing our students opportunities to make connections vertically and horizontally throughout their IB learning.

The framework of the MYP is shown below and this model places the student at the centre of learning. There are eight subject areas along with a core comprising Global Contexts, Approaches to Teaching and Learning, Concepts, Action and Service and in the final year of the programme, the Personal Project. The MYP promotes interdisciplinary study that helps students make important connections between academic subjects.



## THE IB LEARNER PROFILE

The IB Learner Profile is a collection of research-supported attributes across the entire IB continuum. These attributes are, in effect, the personalisation of the IB aims and philosophy. The attributes we will therefore encourage and attempt to develop in our students are:

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

## SUBJECTS

MYP students in Grades 6-10 will take courses in the eight MYP subject groups:

- Language & Literature – English, Arabic A
- Language Acquisition – French, Arabic B
- Mathematics
- Science
- Individuals and Societies
- Design
- Physical and Health Education (PHE)
- Arts – Visual Art, Music

We also offer some additional subjects and support that are detailed below.

## EAL

We offer our students support with English as an additional language. This is taught in small groups or on a one-on-one basis, supporting non-native English speakers in order for the students to improve their English skills and participate fully in the classroom activities without excessive difficulties/struggle.

## ARABIC A

Arabic A is mandatory for all students registered in the school under an Arab passport. Grades 1-3 are offered 6 lessons per week, Grades 4-6 are offered five lessons per week and grades 7-12 are offered 4 lessons per week. The above is a requirement from the Ministry of Education.

## ARABIC B

Arabic B is mandatory for all students in Grades 1-9 registered in the school under any nationality other than Arabic nationalities. Grades 1-9 are offered four lessons per week. From Grades 10-12, Arabic B is optional.

## ISLAMIC STUDIES

Islamic Studies is mandatory for all Muslim students from Grade 1 to Grade 12, and is conducted in Arabic or English depending on the students' Arabic class (A or B).

## MORAL EDUCATION

UAE Moral Education is mandatory and is taught as a stand alone lesson from Grade 1 to Grade 12.

## UAE SOCIAL STUDIES

This is mandatory from Grade 1 to Grade 9 and is either taught as a stand alone lesson or integrated into the curriculum.

## REPORTING

Students will receive a Grade Report in October of the first term that will report on their current MYP Grade Level. At the end of each term, they will receive a report with their MYP Grade Level as well as their criterion totals. Twice a year (at the end of term 1 and at the end of the year) these reports will also have written comments to support students with their learning and next steps.

## MYP SUBJECT CRITERIA

All MYP subjects have four assessment criteria. Clear assessment descriptors for each criterion are published by the IB and used in all MYP classes. Students are given assessment clarifications at the start of each assignment. Students can attain a maximum of 8 in each criterion.

Subject	Criterion A	Criterion B	Criterion C	Criterion D
Language & Literature (English, Arabic)	Analysing	Organizing	Producing text	Using language
Language Acquisition (Arabic, French)	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals & Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
The Arts (Visual Art and Music)	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical & Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Personal Project (Assessed in Grade 10)	Investigating	Planning	Taking action	Reflecting
Interdisciplinary Learning	Disciplinary grounding	Synthesizing	Communicating	Reflecting

## MYP GRADE LEVELS

These are broad grade descriptors that provide information about the skills and knowledge attained by the student. Grades are based upon an accumulation of what the student can do and what they can achieve. They are based upon a set of criteria, and overall results are given by the teacher using the 'best fit' approach.

MYP Grade Level	Criterion Total	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.

### MYP+

At Fairgreen International School the MYP curriculum is supported and enhanced by our central pillars. We endeavour to connect our units not only to global contexts but to the local context of our own community. This ensures that not only are subjects like sustainability, wellbeing and innovation supported by our infrastructure; they are connected to our curriculum.

An example of this in action is our Grade 7 “Food Science” unit which connects the global context of ‘Identities and Relationships’ to our wellbeing pillar. In this unit, not only do students explore the sociocultural connections with food and nutrition, they consider the requirements for a healthy and balanced diet to protect their own health and wellbeing.

With the addition of our pillars to MYP curriculum framework, we ensure that our teaching and learning is personal, in-line with our values and ethos and connected to our school environment.

### ATL's AND REPORTING

Fairgreen understands that the most important thing that we can teach our MYP students is how to learn effectively. In response to this the school is committed to putting increased focus on the students academic skills using the ‘Approaches to Learning’ (ATL) framework developed by the International Baccalaureate. The ATL framework consists of five categories of skill types:

- Thinking Skills
- Communication Skills
- Social Skills
- Research Skills
- Self-management Skills

During our reporting periods, our teachers will share both term grades and ATL scores for the skills that were formatively assessed throughout the term. While ATL skills are not formally assessed in the MYP, the framework is used as the basis for teacher feedback and student reflection. ATL scores can be a timely and reliable indicator of future student performance, and for this reason we encourage our parent community to treat them as equally as important as, and certainly more useful than, end of term grades.

## CONTACT DETAILS

Fairgreen Reception  
971 4 875 4999  
[info@fairgreen.ae](mailto:info@fairgreen.ae)

Admissions  
971 4 875 4999 ext. 3510  
[admissions@fairgreen.ae](mailto:admissions@fairgreen.ae)

Accounts  
971 4 875 4999 ext. 3540  
[accounts@fairgreen.ae](mailto:accounts@fairgreen.ae)