



PRIMARY SCHOOL HANDBOOK

SCHOOL YEAR 2022-2023

WELCOME TO QATAR ACADEMY DOHA
PRIMARY SCHOOL



SAFE

RESPECTFUL

RESPONSIBLE

LEARNERS

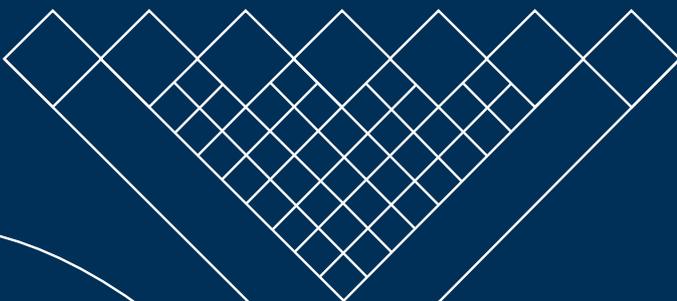


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About Us

The Academy was founded in 1996 under the auspices of the Qatar Foundation for Education, Science and Community Development. Qatar Academy is a private, non-profit day school for boys and girls of all nationalities. It occupies a magnificent 300,000 hectare site on the outskirts of Doha and boasts superb facilities that equal or surpass those of any international school in the world serving students aged from 6 months up to 18 years, the Academy offers an English medium international curriculum that incorporates Arabic culture and language, combined with traditional values and the most modern trends in education. Highly experienced teachers and administrators from Europe, USA, Canada, Australia, New Zealand and the Middle East work with over 1800 students representing over 20 nationalities.

The Academy has introduced the world-renowned International Baccalaureate Programmes, which aligns closely with the Academy's ideals. The Academy welcomes students of all nationalities, aims to nourish their different cultures and identities, and encourages them to strive for academic excellence. Qatar Academy Primary School is for girls and boys aged 3 years to 11 years (Preschool 3 to Grade 5).

Vision

Empowering students to achieve high levels of academic growth and personal wellbeing and to be responsible citizens who are locally rooted and globally connected.

Mission Statement

At Qatar Academy Doha we offer a rigorous academic program with strong Arabic and Islamic Studies. Our school community develops and challenges learners to be active, internationally minded citizens who demonstrate environmental consciousness.

Values

At Qatar Academy Doha we are **SAFE**, **RESPECTFUL** and **RESPONSIBLE** learners.

QAD High Quality Learning and Teaching Definition

High quality learning begins with building healthy relationships and cultural identities within the school community through meaningful collaboration. It is a process which includes using a range of strategies to engage and empower students to have agency over their learning. Our focus is on creating a positive environment which encourages academic success, personal growth, risk-taking and resilience.

The learning process incorporates:

- Making connections to prior knowledge, within and between disciplines
- Developing conceptual understandings, knowledge, skills and attributes
- Reflecting on new understandings, acting on new knowledge and applying new skills and attributes

The teaching process incorporates:

- Using evidence based practices
- Using effective differentiation
- Providing opportunities to self-assess
- Using authentic and rigorous data that is qualitative and quantitative

Early Years Belief Statement

At Qatar Academy (QA) we offer every child the opportunity to develop as a unique individual. We provide a safe, secure and nurturing environment that promotes independence, encourages inquiry, expands curiosity and develops self-confidence. We value each child's mother tongue and believe in promoting individual identities. The partnership between home and school is valued and encouraged, as we believe that children learn best when all parties are involved and committed to the child's overall development.

QATAR ACADEMY DOHA

A Message from the Primary Administration Team

Dear Students and Parents,

Welcome to a new school year at Qatar Academy Doha Primary School!

Qatar Academy (QA) is an exciting place. We have students and teachers from all over the world coming together and sharing their experiences. We have developed a reputation as being a progressive school where high expectations, being challenged, taking risks and being responsible are parts of learning. We have high standards and expect students to have a strong desire to learn.

This handbook is designed to help parents and students learn more about QA Primary School and to gain a better understanding of how it operates. It is divided into three sections: general school information, procedures and curriculum. We hope it will prove to be a useful reference throughout the year.

Please contact us at 4454 2000 whenever you have some thoughts or concerns about the school. We believe that working together makes for a better world and that includes our school. We look forward to working with all of you throughout the year.

Sincerely,

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Admissions Policies and Procedures

Screening

Preschool 3 to KG are given a developmental screening and Grade 1 to Grade 5 applicants engage in a reading and math assessment as well as a writing sample. English as an Additional Language (EAL) screening will be done if necessary. Screening will take place before any admission decisions are made. The Admissions Committee will review the application documents, the results of the admission screening, and then make a decision on acceptance. Acceptance decisions could include full acceptance, waiting list acceptance, conditional acceptance, or denial. Parents will be notified of the decision.

Once a grade level closes, a waiting list will be established. Parents and students will be notified should an opening become available. This procedure is designed to assess the suitability of the applicant, both academically and socially. There is no other means of entering the School at any level. Qatar Academy is open to selected students of all nationalities with a priority for Qatari students.

Age Requirements

The minimum age for admission to the Preschool 3 class is three years of age, prior to 1st September of the school year for which the child is to be enrolled. This age rule applies to all the early years classes. E.g. five years of age prior to 1st September for Kindergarten. Entry to Grades 2-5 is based on both age and the last grade attended.

QAD has a reputation for high academic standards, so the screening and or testing is designed to select students of a high caliber. The screenings content does of course vary between year groups. A high standard of English is essential given the fact that this is the established teaching medium in the school.

Curriculum

The Primary Years Program (PYP)

The Primary Year Programme (PYP) is an international curriculum framework designed for children 3 to 12 years of age. It combines the best research and practice from a range of national systems with a wealth of knowledge and experience from international schools to create an engaging, relevant, challenging and significant educational programme.

The PYP applies a comprehensive in-depth inquiry-based approach that engages the learner in hands-on active learning. Through the process of inquiry, the learners gain knowledge as they work to understand and create meaning from real life experiences. It is an international model designed for concurrency of learning and in student learning styles, teaching methodologies and assessment strategies.

The PYP framework is composed of a transdisciplinary model where global themes are inquired both in and outside of the classroom. The subject areas are integrated providing learners opportunities to make connections throughout their learning.

IB Learner Profile

At the core of the PYP is the Learner Profile. These characteristics were identified by the developers of all four International Baccalaureate programs and provide a common core to the IB continuum. Students and teachers often refer to these 10 attributes and strive actively on a daily basis to be:

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 challenge 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.

Essential Elements of the PYP

The PYP has compiled essential elements which are used in the classroom to aim towards a balance in the program of study. Below you will find the essential elements which are used throughout a PYP classroom:

- Knowledge
- Concepts
- Approaches to Learning (skills)
- Action

Each essential element contributes to the social and cognitive development of a child. These essential elements create the foundation of the PYP and set it apart from other thematic approaches to learning.

Knowledge - What do we want the students to know?

As PYP is a transdisciplinary program most subjects are taught in our units of inquiry. We make sure that all students work towards reaching grade level content and skills within the QAD curriculum

A school year consists of six units of inquiry. These units are based upon a central idea, which the teacher and the students explore for a number of weeks, usually 4-6. Both students and parents need to be actively working with the central idea during the current unit. Doing so helps the students deepen their understanding and inquire deeper into the unit at hand.

The central ideas are formulated to fit under the six different transdisciplinary themes that are chosen from the IB for their global significance and illustrating the commonalities of

human existence. The transdisciplinary themes are considered essential in the context of a program of international education.

The PYP transdisciplinary themes:

- Who we are
- Where we are in place and time
- How we express ourselves
- How we organize ourselves
- How the world works
- Sharing the planet

All science and social studies education will be taught inside the framework of the units and often many other subjects will be part of them as well. If some of the subject specific goals and skills don't fit under the unit work, they will be taught as stand alone topics.

Concepts - What do we want the students to understand?

The teacher and students look at the inquiry at hand through different conceptual lenses, to give the students chances to make connections over the subject boundaries. Teachers choose two or three concepts for each unit that they think supports that unit, and they will make sure that all key concepts are used during the year.

The PYP Key Concepts:

- Form
- Function
- Responsibility
- Reflection
- Causation
- Connection
- Change
- Perspective

Approaches to Learning (skills) - What do we want the students to be able to do?

The importance of developing subject specific skills as well as skills that transcend subject boundaries is identified in the IB curriculum. It is important for the student to not only learn certain skills, but also to understand them and to be able to connect skills in different subject areas to each other. When studying a certain unit of inquiry, the teacher identifies which skills will be necessary for the students to develop and understand. The students will also have time to reflect over the skills and to what extent they think the skills were applied in that certain unit of inquiry. Below you can find the specific skills the IB has determined essential for the development of the student.

Thinking Skills	Social Skills	Communication Skills	Self-management Skills	Research Skills
Acquisition of knowledge	Accepting responsibility	Listening	Gross motor skills	Formulating questions
Comprehension	Respecting others	Speaking	Fine motor skills	Observing
Application	Cooperating	Reading	Organization	Planning
Analysis	Resolving conflict	Writing	Time management	Collecting data
Synthesis	Group decision-making	Viewing	Safety	Recording data
Evaluation	Adopting a variety of group roles	Presenting	Healthy lifestyle	Organizing data
Dialectical thinking		Non-verbal communication	Codes of behavior	Interpreting data
Metacognition			Informed choices	Presenting research findings

Action - How do we want the students to act?

The PYP believes that successful inquiry will lead to responsible student action. As an IB school, it is our obligation to make sure that there is opportunity for action within the unit of inquiry. Teachers guide students in choosing action, and acting and reflecting over their action in order to make a difference in the world. The form of action will of course look very different depending on the grade level. Action can and will take place both guided in the classroom and independently elsewhere. As parents, we would like you to report to the class teacher anything that the child has said or done as a reaction to something learned at school, especially if it shows that your child has developed a sense of sensitivity towards bigger issues in the society. Action as a result of an inquiry can take place anywhere and anytime. Therefore, teachers would be very happy if you told them about the actions the students take at home or outside of school, as it is powerful evidence of one of the essential elements of the PYP.

Other key features include:

International perspective: In order to make the most of the diversity of background and experience of our students, the curriculum combines the best practice from education systems around the world and gives the Qatar Academy students a global view of the world.

Inquiry-based: our teaching methods build on a student's individual knowledge and interests, and emphasize learning how to learn and how to find out.

Integrated: the subject areas of Mathematics, Literacy, Science, Social Studies, PE, Music, Art and Arabic are taught through interdisciplinary themes in order to help the students make connections between the subjects, thereby facilitating more effective learning.

Mathematics

The foundation of QAD's Mathematics Program includes the inquiry-based PYP framework along with the American Reaches Out (AERO) Standards to guide our teaching. AERO standards include both:

- Practice Standards - make sense of problems, reason and construct viable arguments, and model mathematics
- Content Standards - counting and cardinality, operations and algebraic thinking, number and operations in base ten, number and operations, fractions, measurement and data, and geometry

Whether during math lessons or integrated into the Unit of Inquiry, students are taught to become fluent in the language of mathematics as they strive to understand its meanings.

Our program includes:

- An emphasis on learning mathematics through inquiry
- An emphasis on developing deep conceptual understanding through the stages of constructing meaning, transferring meaning into symbols, applying with understanding
- A hands-on approach to mathematics through the use of manipulatives
- The connecting of math to real-life experiences
- Targeted, small-group instruction to meet the needs of each learner

We enable our students to:

- Value the use of math in a variety of contexts
- Become confident in their ability to process mathematical concepts
- Learn to communicate mathematical thinking
- Learn to reason mathematically by developing flexibility in number sense
- Become problem-solvers of mathematics

QAD teachers in grades KG-5 utilize Everyday Mathematics to support the teaching of the AERO Standards. Everyday Mathematics is an inquiry mathematics program developed by the University of Chicago School Mathematics Project and published by McGraw-Hill Education.

English Language - Reading and Writing

The foundation of QAD's English Language Program includes the inquiry-based PYP framework along with the American Reaches Out (AERO) Standards to guide our teaching. The major domains include Reading, Writing, Listening and Speaking, and Language Foundations which are taught and assessed throughout the curriculum. Our program encourages students to love literature and understand that language is fundamental to learning.

Our program includes:

- The integration of reading, writing, listening and speaking, viewing and presenting across the curriculum
- An emphasis on learning language through inquiry
- Exposure to a wide variety of texts
- Individual and whole class access to well-resourced libraries
- Targeted, small-group instruction to meet the needs of each learner
- Learn English language through inquiry and active engagement in meaningful language experiences
- Learn the modes of English language in individualized and developmentally-appropriate stages
- Learn to effectively communicate through English language
- Value language as a process as well as a skill
- Develop an understanding that language learning is an ongoing process that occurs in and outside of classrooms and continues throughout life

We enable our students to:

QAD Primary teachers are supporting your child to become an avid and skilled reader, writer, and inquirer by using tools, instructional methods, and performance assessments to accelerate their growth and progress.

Arabic Language

The Qatar Academy Arabic language is taught in two streams, Arabic A for first language Arabic speakers, and Arabic B for second language speakers. In accordance with the Ministry of Education Requirements, all Qatari Students are required to study Arabic A. Arabic is both taught through a Primary Years Programme (PYP) approach, which focuses on inquiry and concept based learning. All Arabic classes are taught by qualified teachers.

Our Arabic A Program includes:

- Arabic language classes from Preschool 3 – Grade 5
- An integrated Arabic language and English language model in Preschool (3-5 years) to support the mother tongue for our students
- A specifically designed curriculum for KG-5 using the Qatar Ministry of Education standards aligned with the International Baccalaureate Organization- Primary years programme (IB PYP) language scope and sequence
- The integration of speaking, listening, reading and writing through a concept based approach at a developmentally appropriate manner at each year level
- Opportunities for students to apply their Arabic language studies in purposeful, relevant ways and in a range of different situations
- Field trips to significant cultural sites and exhibition

We enable our students to:

- Develop an increasing level of competence in all aspects of Arabic language reading, writing, speaking, and listening
- Develop an understanding of and respect for Arabic culture, customs, language and people with particular reference to Qatar.

Our Arabic B Program is a selected curriculum which suits the needs of QA students.

We enable our students to:

- Establish a primary level of communication, including speaking, reading, writing and listening
- Become involved with the Arabic culture through a discovery of the environment, customs and people.

Islamic Studies

Our Islamic Studies Program includes:

- Islamic Studies classes from KG-Grade 5
- A specifically designed researched curriculum to suit the needs of QA students
- Qualified specialist Islamic Studies teachers
- A developmentally appropriate approach at each grade level
- Field trips to significant religious sites and exhibitions
- Opportunities to apply Islamic morals through ongoing problem solving

We enable our students to:

- Develop an increasing level of understanding of Islam through:
 - The Holy Quran
 - The Pillars of Islam
 - Principles, beliefs and rituals
 - Islamic morals

Cultural Studies

Non Islamic students complete a Cultural Studies program that is parallel to the Islamic program.

Art

Through the process of exploration and discovery each child from Grades KG-5 is given the opportunity to manipulate a range of materials and to work in a variety of media.

Our Art Program includes:

- Art production, art history, art criticism and art appreciation
- The areas of drawing, painting, printmaking, sculpture, three dimensional design, textiles, mixed media and crafts
- Integration into other subject areas
- Visits to museums, exhibitions and other locations
- Use a variety of materials, tools and techniques

We enables students to:

- Develop creativity, communication, critical thinking skills and cross cultural understanding
- Respond to visual stimulus in unique and personal ways
- Build on concepts and skills at each year level

Music

Our Music Program includes:

- A specialist music teacher
- Opportunities for participatory activities and experiences during class sessions and at public performances
- Vocal coaching for improved vocal production
- Music appreciation
- The playing of melodic and non-melodic percussion instrument

We enable our students to:

- Enjoy and experience music in a practical way
- Acquire skills of listening to and appraising music
- Develop an understanding of rudimentary composing
- Develop vocal skills according to their ability
- Express emotions through the medium of music

Physical Education (P.E.)

Our Physical Education Program includes:

- A specialist Physical Education teacher
- Movement-centered and knowledge-based activities focusing on the social, intellectual and physical needs of the students
- Games skills, gymnastics, dance, athletics, swimming, outdoor and adventurous activities

We enable our students to:

- Develop gross-motor skills, body and spatial awareness
- Develop the concept of fair play, good sportsmanship and team skills
- Build on concepts and skills at each grade level to use a variety of techniques, equipment and facilities

Technology for Learning

Our vision is one where technology is a natural and essential part of everyday school life for teachers, students as well as community members. We are in the 21st century, where rapidly changing digital technologies have redefined the skills that our students need in order to be prepared to meet the challenges of living in an increasingly digital world.

In 21st century learning there has been a change in mindset, a shift in thinking away from technology being an add-on to it being an integral and ubiquitous part of

learning for all. In support of this vision of 21st century learning the Primary School Technology Integration Facilitators work together with both teachers and students to integrate the use of technology tools to support classroom learning.

We encourage parents to support their child's development and 21st century e-learning by providing an internet connected computer at home. Students are expected to practice strong digital citizenship and adhere to Qatar Academy's Responsible Use Guidelines.

Technology Tools

Our students are supported in their learning by a variety of technology tools and a standardized classroom setup. Classrooms from Pre3 through Grade 5 have access to a classroom Promethean touch screen, an iPad cart, a digital camera, and a printer. Other technology tools available for use include: Computer labs, digital microscopes, video cameras, scanners, visualizers, and a variety of age appropriate software. The school implements a 1:1 Chromebook program for students in Grades 2-5.

Applications & Subscriptions

Seesaw

Seesaw is a platform for student engagement. Teachers can empower students to create, reflect, share, and collaborate. Students “show what they know” using photos, videos, drawings, text, PDFs, and links. It’s simple to get student work in one place and share with families, and nothing is shared without teacher approval.

IXL

IXL is a personalized learning site to support students in Mathematics, English Language, and Science. It provides individualized guidance, and real-time analytics, and meets the unique needs of each learner.

Kutubee

Kutubee is an Interactive Reading Platform which contains more than 1500 carefully selected Arabic and English books, authored by leading children’s story writers and sourced from well-known publishers. The stories have many features that will encourage the students to read and enjoy what they are reading.

RAZ-Kids

Raz-Kids is a site where students can practice their English reading. Teachers can make assignments and track student progress with online assessments and student recordings.

Learning Support Program

The Learning Support Program at Qatar Academy Primary School is designed to help students (KG to Grade 5) with gaps in their learning to be successful in the classroom. Support for students with mild developmental difficulties is also offered in the early years.

The Learning Support Team includes the Student Services Coordinator, Learning Support Teachers, School Counselor, School Psychologist, Speech-Language Pathologist, Occupational Therapist and Behavior Specialist.

School-based assessments and student progress are monitored continuously to identify students who demonstrate mild to moderate learning needs throughout the academic year. Students identified as requiring assistance will be initially supported through observation by a Learning Support team member, consultation with the homeroom teacher, accommodations within the classroom, and a short-term intervention program when warranted. Parents will be in collaboration with the homeroom teacher, notified if support is provided to the student and consent obtained prior to providing services.

Students who require more intensive support as indicated by their assessments and response to intervention will be referred to the Student Study Team (SST). The SST includes members of the Learning Support Team, teachers who work with the student, and the Student Services Coordinator. The team then recommends any additional evaluations and interventions as warranted based on the student's need. Parents will be informed of these recommendations and play a pivotal role in supporting students' learning.

Students whose English skills limit full access to mainstream classroom instruction are supported within their classrooms and through collaboration with the Learning Support Team and The Learning Center (TLC). Assessments identifying English Language Learners' needs in reading, writing, listening, and speaking are used to guide the instruction within the classroom and support student learning.

Library

The Qatar Academy Primary School has two separate libraries; one for Preschool through Grade 1 (ECE Library) and another for Grades 2-5 (Primary Library). Each library is serviced by a professionally qualified and trained librarian, with adequate staff to support the program of the school. Parents are encouraged to visit the libraries, make use of the facilities and may make special arrangements for borrowing materials by speaking with the Librarian in either of the libraries.

Each child has specially scheduled periods in the library where they are instructed in some aspect of information handling or other library skills. During this period, they may also check out and return materials to the library. They may visit the library on their own during the week to make use of the facilities or collections. Parents are encouraged to read with their children and have a special place in the home where students keep their library books.

Books are borrowed for one week. A book may be renewed unless there is a request for the book by another person.

Fees/Charges - Qatar Academy libraries do not charge overdue fees. There is, however, a policy regarding the loss and damage of materials. When a book has not been returned for a period of two weeks, an overdue letter is sent home to the parent of the child. If the book is not returned to the library after the parent has been notified, a replacement fee of QR150 is charged. Until the fee is paid, the child may not check out any more books. This fee covers the cost of the book, staff time for the purchasing, processing, cataloging processes

as well as the shipping/handling charges associated with replacing the lost or severely damaged book.

Assessment and Reporting

Assessments

A wide range of assessment strategies are used, in line with the Primary Years Programme perspective on assessment. These include observations, performance assessments, process-focused assessments, selected responses and open-ended tasks. Assessment takes place to find out students' prior knowledge and understanding. Summative assessment tasks allow students to show understanding of what they have learned and formative assessment tasks inform teaching and learning for each student.

Conferences

Throughout the year, QAD teachers have three distinct types of conferences involving the student, parent, and the teacher. These are opportunities for parents and teachers to discuss individual student growth and needs. Every effort is made to coordinate conference times to accommodate work commitments and other conferences for siblings. Parents can schedule a conference with the teacher any time during the year with appropriate notice. Conference weeks are listed in the school calendar and reminders are placed in the Akhbar and on Class Dojo.

1. Goal Setting 3-Way Conferences

3-Way Goal Setting Conferences actively involve the student, parents and teacher. Students discuss their learning and understanding with you and the teacher, who is responsible for supporting the student through this process.

2. Parent -Teacher Conference

A parent-teacher conference is a face-to-face meeting between one teacher and one or both parents (or guardians) of a student. These meetings can be arranged at any time throughout the year that either the parent or teacher feels the need. Dates are also set in the school calendar and are generally made after reports are sent home. This conference is an opportunity for you to be informed about your student's academic progress and social/emotional behavior and develop a plan for your student's future learning.

3. Student-Led Conference - Portfolio Sharing

This conference involves the student discussing and reflecting upon samples of work that they have previously chosen to share with you. These samples have been previously selected with guidance and support from the teacher. The student identifies strengths and

areas for improvement. This will allow you to gain a clear insight into the kind of work your student is doing and offers an opportunity for you to discuss it with them.

Progress Reports

Written reports are seen as a summative record of a student's progress. Reports clearly indicate areas of strength and areas for improvement, based on the QAD learning continuums, diagnostic results and the PYP Learner Profile.

Student achievement data and comments will be available for parents online through PowerSchool. If requested, a hard-copy of the report may be printed.

Grading Scales

Grades are based on a balanced judgment of learning demonstrated within the summative assessment tasks within the Units of Inquiry and stand alone subjects. The following grades are used for reporting purposes at QAD.

Descriptor	Explanation
Exceeds	Demonstrates a deep, secure understanding of the PYP elements in the standard
Proficient	Demonstrates a competent understanding of the PYP elements included in the standard
Developing	Demonstrates a beginning understanding of the PYP elements included in the standard
Emerging	Does not yet demonstrate an understanding of the PYP elements included in the standard

Effort and behavior are graded using 3 descriptors.

Descriptor
Excellent / ممتاز
Meets expectations / مقبول
Needs improvement / يحتاج تطوير

Standardized Assessment

Measures of Academic Progress (MAP)

MAP Growth measures what a student knows and it informs what they're ready to learn next. By dynamically adjusting to each student's responses, MAP Growth creates a personalized assessment experience that accurately measures each student's performance.

The Measure of Academic Progress (MAP) assessment will be completed by all students in Grades KG-5 three times each year - Fall (beginning of year), Winter (mid year), and Spring (end of year). Students will complete MAP assessments that measure achievement and progress in Reading, Language (writing & conventions) and Mathematics. During conference times, a MAP Family Reports will be shared with you in a one-on-one meeting.

Behavior Management

Positive Behavioral Intervention and Supports

Positive Behavior Interventions and Supports (PBIS) is a proactive and positive approach to school-wide behavior management. Our goal is to develop students who are Safe, Responsible, and Respectful learners. QAD has established positively stated school-wide expectations that are explicitly taught and positively reinforced. Our main goal is to increase instructional time by increasing behaviors that optimize student learning. PBIS is a framework to identify needs, develop strategies and evaluate practices toward success. The components of SWPBIS at QAD include: explicit instruction on classroom procedures, various classroom and school wide rewards, and when needed, corrective consequences. We are also using Second Step, a social and emotional learning curriculum to help students learn to regulate their own behavior, solve problems in a peaceful and meaningful way, and to develop empathy for others.

Parents are also seen as active, responsible partners in this positive reinforcement. We share the strategies and interventions with Parents to foster a common approach. The Positive Behavior Handbook that is distributed to Parents is included here.

Positive Behaviour Handbook English

<https://docs.google.com/document/d/1JZKYvqktw7VQisFFS5Y5ywjbTqLQhWEpoG89I9HNWGQ/edit?usp=sharing>

Positive Behaviour Handbook Arabic

Code of Conduct

Students are expected to conduct themselves in a Safe ,Responsible and Respectful manner at all times. Students are guided to develop their own strong sense of responsibility, self-discipline, integrity and respect for themselves as well as those around them. These basic expectations help to provide a safe, secure, orderly and effective learning experience for all children. In doing so, we hope to enhance students' academic success, intellectual development and emotional growth towards becoming responsible citizens of the future.

Those students who do not meet the expectations for behaviour will face appropriate consequences as per the Qatar Academy Behavior Handbook Guidance and Procedures.

Home-School Communication

Qatar Academy believes that maintaining good communication between the school and parents is critical to student success. Phone calls, notes, and emails are welcomed and encouraged. In addition to these valuable informal arrangements, you can expect several other formal approaches to communication.

The Akhbar

It is a weekly published newsletter that contains announcements, reminders, and articles of interest to the parent community. It is posted on Class Dojo.

Class Dojo

Class Dojo is an App that allows for frequent communication between teacher and parents. The application can be used online or through mobile devices. Through Class Dojo parents will be able to:

- Connect easily with teachers through private messaging
- Receive regular updates about learning in your child's class in 'Class Story'
- Keep up to date with school activities and events in 'School Story'
- Connect through the Class Dojo App, or computer browser.

Parent Information Sessions

Parent Information Sessions are scheduled throughout the year to enable parents to meet with the PYP Coordinator, the Curriculum Coordinator, the Primary Counselor and other staff members to learn about the programmes and expectations.

Contacting Teachers

Parents are encouraged to contact the classroom teacher first to discuss a

student's academics or other concerns. An appointment to see the teacher may be made by calling the secretary or by sending a note or Dojo message to the teacher. Please remember that it is very difficult for teachers to come to the telephone between 7:00 a.m. – 2:00 p.m. All teachers at Qatar Academy can be reached by e-mail, using the first initial of first name and the surname prefix to the @qf.org.qa address, eg: JBrown@qf.org.qa

Safety and Emergency

Personal Items

Students should not bring toys or games unless requested by the classroom teacher; since balls, skipping ropes and other play items are supplied by the school for students to use at break and lunch times.

The use of personal devices, computer games and mobile telephones is not permitted in school hours and may be confiscated unless requested by the classroom teacher. Children may use these devices outside of school hours. The school will not accept any responsibility for loss, breakage or theft of such items.

Jewelry should be kept to a minimum and studs are the only acceptable earrings. Necklaces and other adornments such as bracelets and ankle chains are not acceptable. Similarly, lipstick, nail varnish and any other beauty products are not deemed appropriate for school use.

While every effort is made to ensure the provision of a safe school environment for students, the school advises parents not to allow students to bring excessive money or valuables to school. As we cannot assume responsibility for lost or stolen items, students should not bring

any items that are of significant monetary or sentimental value.

Campus Visitors and Guests

All guests and visitors are welcome to visit the school, however, they are requested to first report to the school secretary.

As a courtesy to the teacher, parent visits for extended periods of time should be arranged with the teacher. Parents are encouraged to visit classrooms and become volunteers.

Emergency Contact List
Each year, in the event that families would have to be notified for emergency reasons, the school establishes and maintains an updated emergency contact list. Classroom teachers are responsible for directly contacting the families of their students.

Emergency Drills/Fire Drills

Emergency and fire drills are practiced on a regular basis. Safe exit procedures are posted in each classroom and throughout the school. Teachers and students regularly practice the safe exiting procedures when the alarm is sounded.

Change of Address or Telephone Number

Please make changes to your child's profile on PowerSchool. Each family is

given a username and password in order to log-on. If you are unable to make these changes on PowerSchool, please notify the School Secretary and the changes will be made on your behalf.

Weather Related Safety

During the hot months, the number of days that students are actively participating in an outdoor recess is limited because of the dangers associated with outdoor play in high temperatures. There are three times when weather safety becomes a concern.

Red Flag Days

When the weather is very hot and the temperature/heat index is extremely high, above 40°C, students need to drink plenty of water and stay in the shade. Physical activity will be restricted, and students may stay inside within the designated areas.

Yellow Flag Days

When the air quality is beginning to diminish, students with Asthma or other students who choose to remain indoors. Outdoor air quality and activities will continue to be monitored.

Black Flag Days

The black flag indicates severe temperatures or when the heat index is extremely high, above 50°C, severe winds that could possibly develop into sandstorms, or any other extreme weather conditions (heavy rain or thunder). The black flag indicates that all students should remain indoors until the flag has been removed

Health and Medical

Medical Services

We have two full time nurses in school who work with students. The nurses provide us with a service to evaluate students, administer emergency care, first aid and identify health problems.

Medical Records

Medical records of each student are kept in the medical room and handled confidentially, they are available to staff, on request. A list of students with key medical information is given to the child's teacher to help them provide the best possible care while at school. Please feel free to discuss any medical issues with the nurse and update the nurse and class teacher with any changes to your child's health status.

Medical Appointments

If your child has a medical appointment during school hours, please inform the class teacher with a note or a telephone call to the school office at 4454-1804.

Medications

Parental consent is required for any medication given at school. Students should not be in possession of, or self-administer, any medication. Medication must be administered by the school nurse and accompanied by a prescription indicating the correct dose.

An exception to this may be that some students may have permission to carry their asthma inhalers with prior arrangement from the school nurse.

Head Lice

Head lice inspection is carried out by the school nurse every term of school. Parents will be informed of when the health screening will be done. If a child has live head lice or eggs, parents will be notified and the child will be sent home to start the treatment to prevent infestation in school. Head lice inspection will also take place AS NEEDED anytime during the school year.

Special Dietary Needs

We are a 'nut free school'. A number of our students are allergic to nuts, this allergy can be fatal. It is important that we ensure that no food containing nut products is brought into school. The cafeteria is aware of this concern as well. If your child has this allergy or other special dietary needs, please inform the nurse and provide a doctor's certificate outlining the intolerance or allergy.

Student Activities and Sports Programs

After School Activities

QAD provides an After School Activities (ASA) program during each trimester for students in Grades KG - 5. ASA are scheduled each trimester and run for eight consecutive sessions. Some activities are limited to certain grade levels and/or number of students. A student must pre-register for the activity online. The school will provide instructions regarding student registration. Once assigned to an activity, the expectation is that the student remains in it until its completion. Students may not attend an activity that they have not been assigned to or change activities once the sessions have started.

Team Sports Program

QAD offers students in Grades 2 - 5 with the opportunity to participate in a variety of sports after school. The term of these sessions varies from sport to sport and is outlined prior to the start date of the sport. This will be publicized throughout the year in the Akhbar and on Class Dojo. Parents are expected to collect their children promptly at 4:00 pm from the Tented Area.

Fee-Based Activities

Every year the Elementary School runs several fee-based After School Activities (ASA) by community members/institutions using the school's facilities. This information will be provided to parents through the Akhbar and on Class Dojo. Fee-based activities take place on Tuesdays after school

General Information

Attendance

Attendance Policy

Minimum attendance is set at 90% of the enrolled school days. This does not include extenuating health concerns or a family emergency.

2 x unexcused consecutive absences, the Homeroom Teacher will phone home

4 x absences in two weeks, the student & parents meet with the Teacher

8 x total absences, escalated to involve the Assistant Principal

Any additional absences and the Principal will confer with the Director

All meetings will be recorded and shared with the relevant parties.

It is possible that a student who is absent for 18 days or more may not receive grades on his/her report card or could be asked to repeat their current grade. The Admin Team will review individual cases.

Class Attendance

School begins at 6:50 a.m. The attendance policy of Qatar Academy is based on the concept that good attendance is a prerequisite to high academic achievement. Please refrain from returning from holidays after school begins or from taking your child out of school early for vacations, holidays etc. When parents anticipate that their child will be out of school for an extended time due to illness, they should inform the office. When both parents are away from Qatar, they must contact the School Secretary to inform the school as to who will be the guardian of their child and how the parents may be contacted in the case of an emergency.

Excuses for Absence

After an absence, the parent must submit a note to the classroom teacher outlining the absence. Sick leave requires a doctor's certificate. Students are responsible for completing assignments missed due to absence. Parents must phone the school before 8:10 a.m. if their child is absent. A note in advance for a planned absence is preferred.

Cafeteria

Qatar Academy provides all students with a food service. The goal is to provide the best quality food at a reasonable price with the highest nutritional value. Students are invoiced for meals in addition to tuition fees.

All students receive a snack each day, delivered to their classroom. The cafeteria varies the snack daily so that children receive a variety of fruit, milk and savouries. Students in grades KG through 5 eat lunch in the cafeteria. They are encouraged to try many types of food. Each lunch is a balanced meal checked by the nutritionist on staff. Our eating etiquette includes using a knife, fork and spoon and quiet conversation. Each student is responsible for clearing his/her space before leaving the cafeteria.

Water fountains are located near all the classrooms and water is provided in the classrooms. It is important for students to drink a litre or more of water per day. Any dietary restrictions or food allergies the student may have should be brought to the attention of the school nurse with a letter confirming such allergies from your doctor. At this time the nurse will notify the caterer. Students can only be excused from eating the food provided if they have a letter from the doctor indicating a medical reason.

Celebrations/Healthy Eating Guidelines

At QA we encourage the celebrations of special events and of student achievements. However as a healthy eating school we do not believe such celebrations need to be focused around food. We want to promote a healthy, balanced lifestyle for our children.

Birthdays/Individual Events

At QA we will acknowledge student's birthdays in a variety of ways. Only healthy snacks (such as fruit, vegetable, snacks, and plain popcorn) are permitted for birthday celebrations. No junk food or sodas. Gift bags or any type of small gift are not allowed to be given out under any circumstances. Invitations to a party out of school can only be done if all students in the class are invited to attend. If invitations are for a small group of students, parents must make alternative arrangements to distribute the invitations.

Special Events

Occasionally classes will have a Celebration Day that may include food. In such cases, the class teachers will send a note home outlining foods that may be brought in. These should be limited to healthy options such as fruit and plain popcorn. Strictly no soda, fast foods or sweets etc.

Field Trips

Field trips that take place throughout the year will be of educational value and will be linked to your child's education and class work. Any student participating in school trips must return a permission slip signed by a parent or guardian. Parents are welcome to assist with field trips. 'School Without Walls' trips take place during the school year as part of our curriculum for the upper grades.

Home Learning

Home Learning is an integral part of the learning process. Home Learning tasks are purposeful and provide reinforcement of concepts learned in class. It promotes individual responsibility, independent practice, good work habits and parent involvement. Home Learning expectations will be shared with parents at the beginning of the school year. Home Learning tasks are sent home weekly.

Lost and Found

We want our students to be responsible for picking up their belongings before leaving the playground or other areas of the school. Lost items will be taken to a Lost and Found table located in the Tented Area. Students and parents should be directed to this area in the event that they have lost an item. All items not claimed will be periodically given to a charitable organization or disposed of depending on the condition of the item.

Parent Involvement

Parent involvement is encouraged at Qatar Academy. We strongly believe that the success of any student is reliant on a good home and school connection. It is an expectation that parents will attend all school events or meetings/conferences.

School Timings

Preschool 3 and 4 - 6:50 am to 12:00 pm
KG to Grade 5 - 6:50 am to 1:50 pm

School Traffic & Parking

Safety of students and staff is a high priority of the school. While parents are responsible for student transportation to and from campus, patience and due care are needed when picking up or dropping off students. Cautious, courteous and attentive driving practices by everyone are expected.

The school requests that drivers park in the designated spaces, e.g the large parking area near Gate 2, so adults can deliver and collect students using the pedestrian walkway. This practice frees up some parking spaces for parents who bring their children to school. Instruction from the security guards present must be followed. All QA students are expected to wear a seat belt.

Supplies and Materials

All basic classroom resources are supplied by Qatar Academy. If a library book is lost, parents are expected to pay for the replacement library book. Qatar Academy provides necessary basic supplies at the start of the school year. If necessary at the beginning of the school year, class teachers may send home a list of other supplies required in class.

Uniforms

At Qatar Academy, we expect that all students will take pride in their appearance. It is mandatory that all students wear the correct school uniform. School shoes should be black or maroon, not training shoes, with no other colouring. White socks or tights should be worn. For P.E., students are required to wear the QA P.E. uniform and appropriate QAD kit for swimming. Please ensure all uniform items have your child's name on them. All items of clothing are available in the school uniform shop at the Recreation Centre.