



AL MUSTAFA ACADEMY PYP POLICIES

**Parents'
Orientation
Wednesday, Feb.
19th, 2025**

TASK: DEAR PARENTS



Read the policy that is assigned to your group.

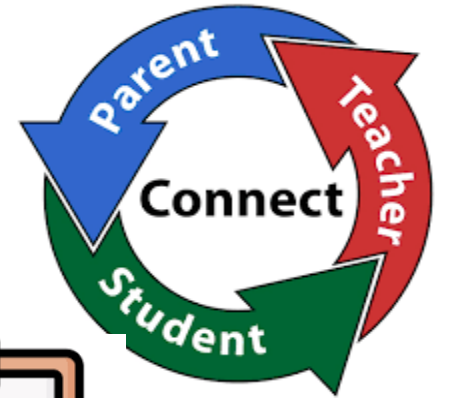
A magnifying glass with a red handle and a white lens is positioned over the word "Summary?". The word is written in a black, sans-serif font on a white rectangular background.

Summary?

Summarize main 5 points.



Your task how will this policy benefit your children and bring true change in their development?



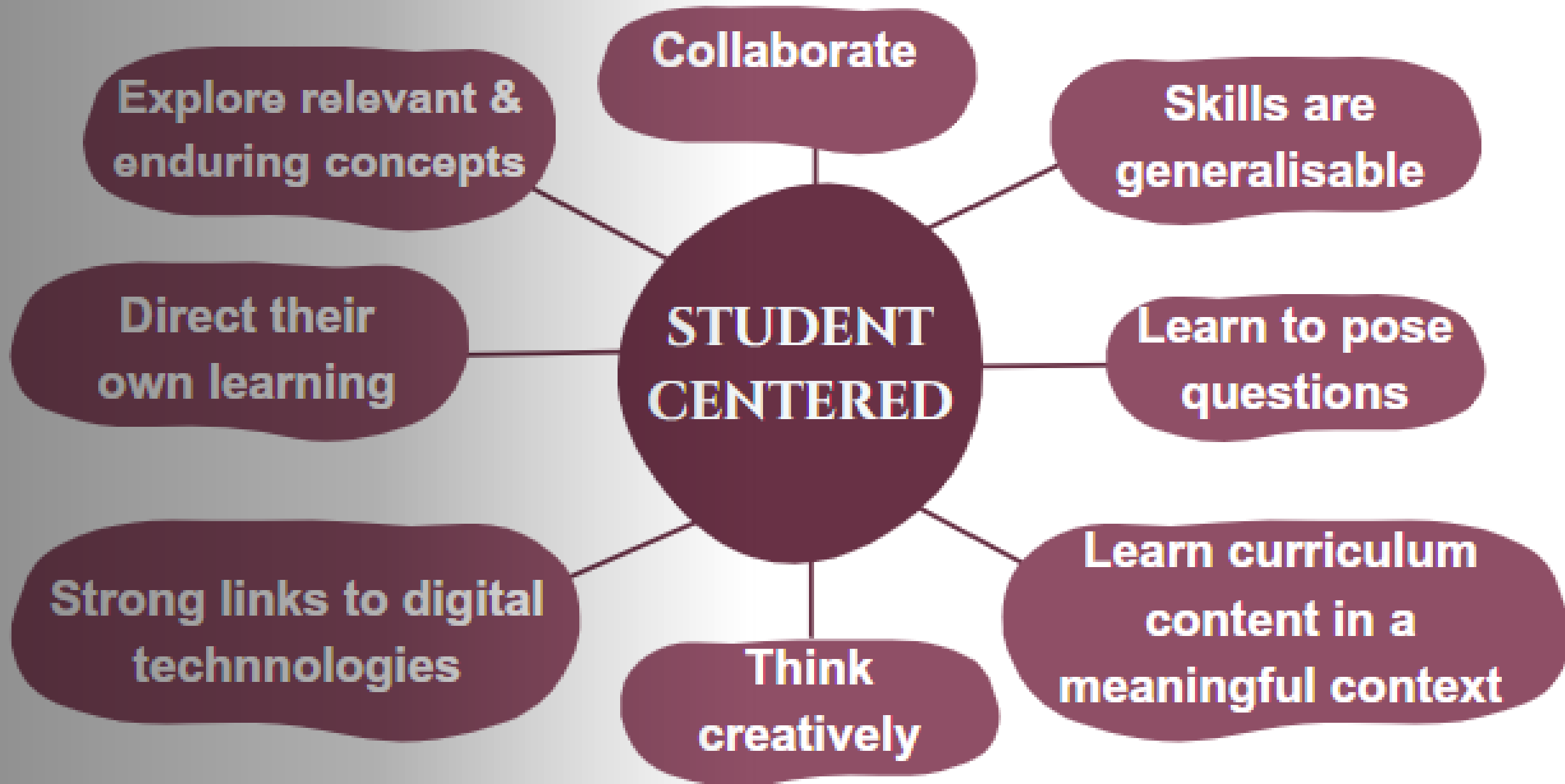
1. LANGUAGE

• **Inquiry-based, authentic language learning:** This moves away from rote memorization and focuses on using language in meaningful contexts. Students learn by doing, exploring, and discovering, making the learning process more engaging and effective. Authentic materials and tasks connect the language to real-world situations.

• **Transdisciplinary nature of language acquisition:** Recognizing that language is not learned in isolation but is connected to all other subjects. This encourages collaboration with other subject teachers and the integration of language learning into other areas of study. For example, students might research a historical event and then write a report about it, combining language skills with history learning.

• **Integration into the programme of Inquiry:** This reinforces the transdisciplinary nature and ensures that language learning is not a separate subject but a tool for learning and understanding the world. Language skills are developed and applied within the context of the students' inquiries.

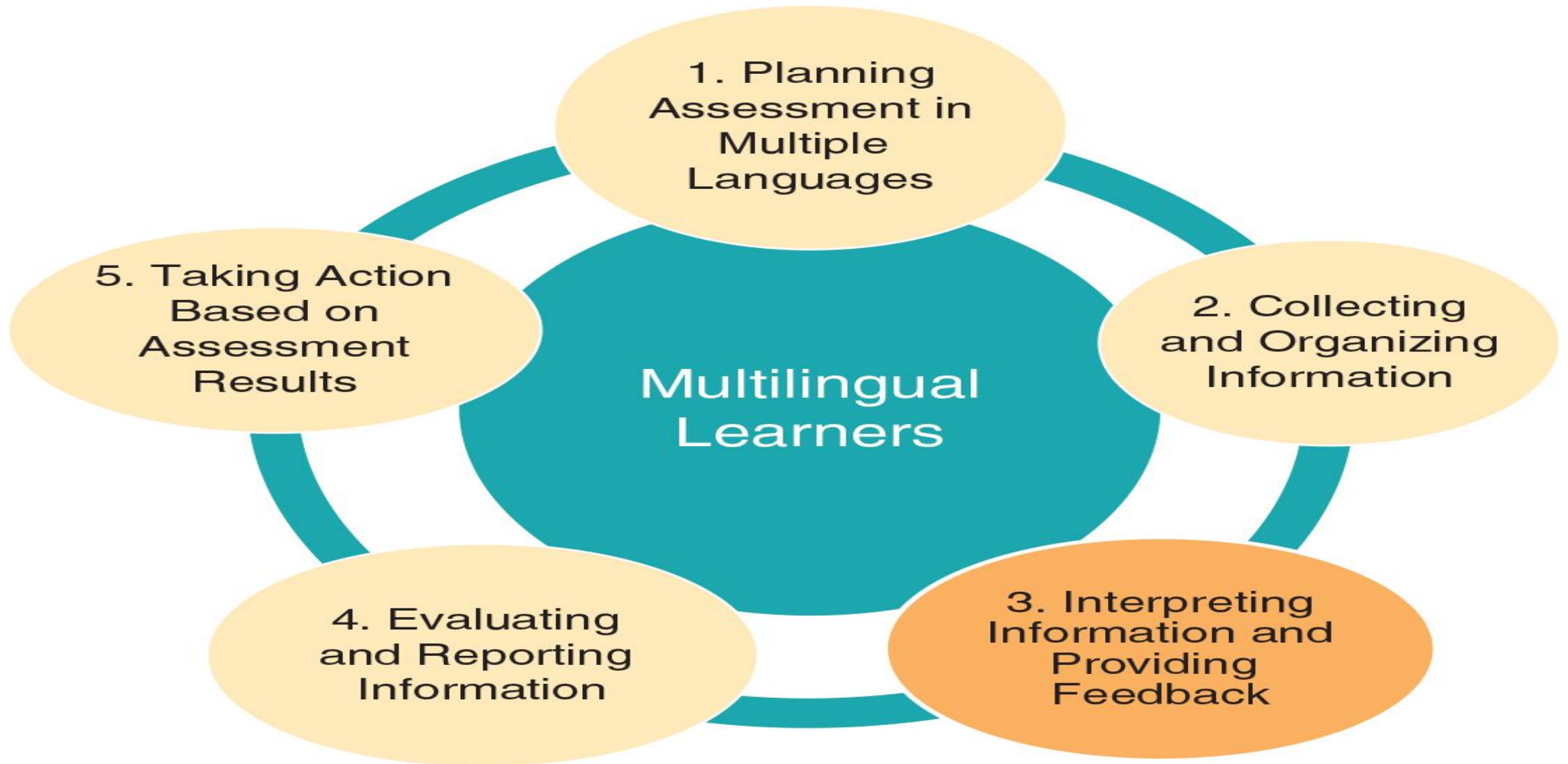
INQUIRY LEARNING



LANGUAGE POLICY

•**Development and interconnection of skills (listening, speaking, reading, writing, and media literacy):** A balanced approach that recognizes the interconnectedness of these skills. Media literacy is a crucial addition in today's world, acknowledging the importance of analyzing and creating various forms of media. The emphasis on both the language of instruction and Arabic is vital for multilingual learners and promotes cultural understanding.

•**Consistency in the teaching and learning of all languages:** This ensures a cohesive and coherent language program across all levels. It involves shared methodologies, assessment practices, and a clear progression of skills.



**SUPPORTING MULTILINGUAL
LEARNERS.**

CONSIDERATIONS FOR IMPLEMENTATION:

- **Curriculum Design:** The curriculum should be designed to reflect these aims, with clear learning objectives and assessment criteria. It should provide opportunities for inquiry-based learning, authentic tasks, and integration with other subjects.





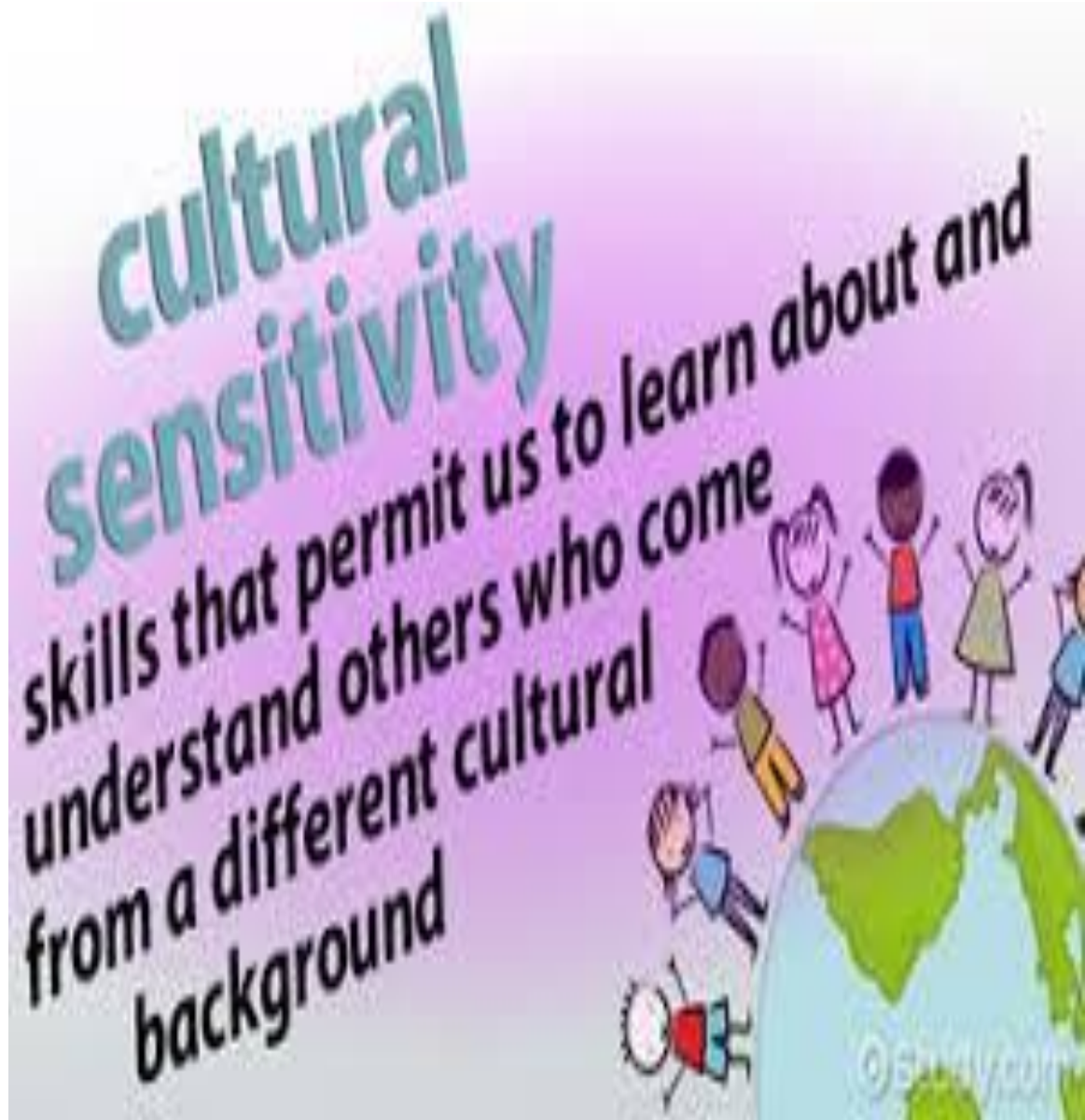
CONSIDERATIONS FOR IMPLEMENTATION:

- **Resources:** Access to a variety of authentic resources, including books, articles, videos, and online materials, is essential. Technology can play a significant role in providing access to these resources and creating interactive learning experiences.
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CONSIDERATIONS FOR IMPLEMENTATION:

- **Assessment:** Assessment should be ongoing and varied, focusing on assessing students' ability to use language in meaningful contexts. It should include formative and summative assessments, and should assess all five skills (listening, speaking, reading, writing, and media literacy).
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CONSIDERATIONS FOR IMPLEMENTATION:

- **Cultural Sensitivity:** The teaching of Arabic should be culturally sensitive and should promote understanding and respect for different cultures.
 - By focusing on these aims and considering the implementation strategies, educators can create a rich and engaging language learning experience for their students.
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2. ASSESSMENT POLICY



VARIETY OF ASSESSMENT STRATEGIES:

- The description could mention the different types of assessment used in the PYP, such as:
 - **Formative assessment:** Ongoing assessment used to monitor student learning and provide feedback during the learning process. Examples include observations, discussions, quizzes, and exit tickets.
 - **Summative assessment:** Assessment used to evaluate student learning at the end of a unit or period of study. Examples include projects, presentations, and tests.
 - **Self-assessment:** Students reflect on their own learning and identify their strengths and weaknesses.
 - **Peer assessment:** Students provide feedback to their peers.

STRENGTHS OF ASSESSMENT

Ongoing process: Emphasizes that assessment is not a one-time event but an integral part of teaching and learning, happening continuously.

Collaborative: Highlights the partnership between teachers and students in the assessment process. This fosters student ownership and agency in their learning.

Gathering, analyzing, reflecting, and acting: Clearly outlines the cyclical nature of assessment, from collecting evidence to using it to inform future instruction and learning.

Monitoring, documenting, measuring, and adjusting: Provides a comprehensive view of the different aspects of assessment, from tracking progress to making adjustments based on the data.

Student agency: Stresses the importance of student participation in the assessment process, including self-reflection and using feedback.

Focus on improvement: The ultimate goal of assessment is to guide improvement and help students move forward in their learning.

Monitoring student progress: Assessment tracks student growth over time and identifies areas where they might need additional support.

Informing instruction: Assessment helps teachers understand what students know and can do, allowing them to adjust their teaching to meet individual needs.

Documentation: The description mentions documenting learning. It could be expanded to explain how this documentation is used, for example, in student portfolios, progress reports, and parent-teacher conferences.

Making informed decisions: Assessment data is used to make decisions about student placement, program planning, and resource allocation.

INCLUSION

(How to know it when you see it!)



ACCESS & INCLUSION POLICY FOR PYP

STRENGTHS

- **Adaptation/modification:** Emphasizing the adaptation/modification of teaching methods and materials is crucial for meeting diverse learning needs. This acknowledges that a one-size-fits-all approach is not effective.



STRENGTHS

- **Differentiation:** refers to tailoring instruction to meet the varying needs of students in the same classroom. This could include differentiating content, process, product, or learning environment.

4 WAYS TO DIFFERENTIATE INSTRUCTION

CONTENT

How students access information or what they are provided with to learn
Example: Leveled readers



PROCESS

Activities the student does to master content
Example: Personal to-do lists

PRODUCT

What the student produces to show their learning
Example: Choice boards

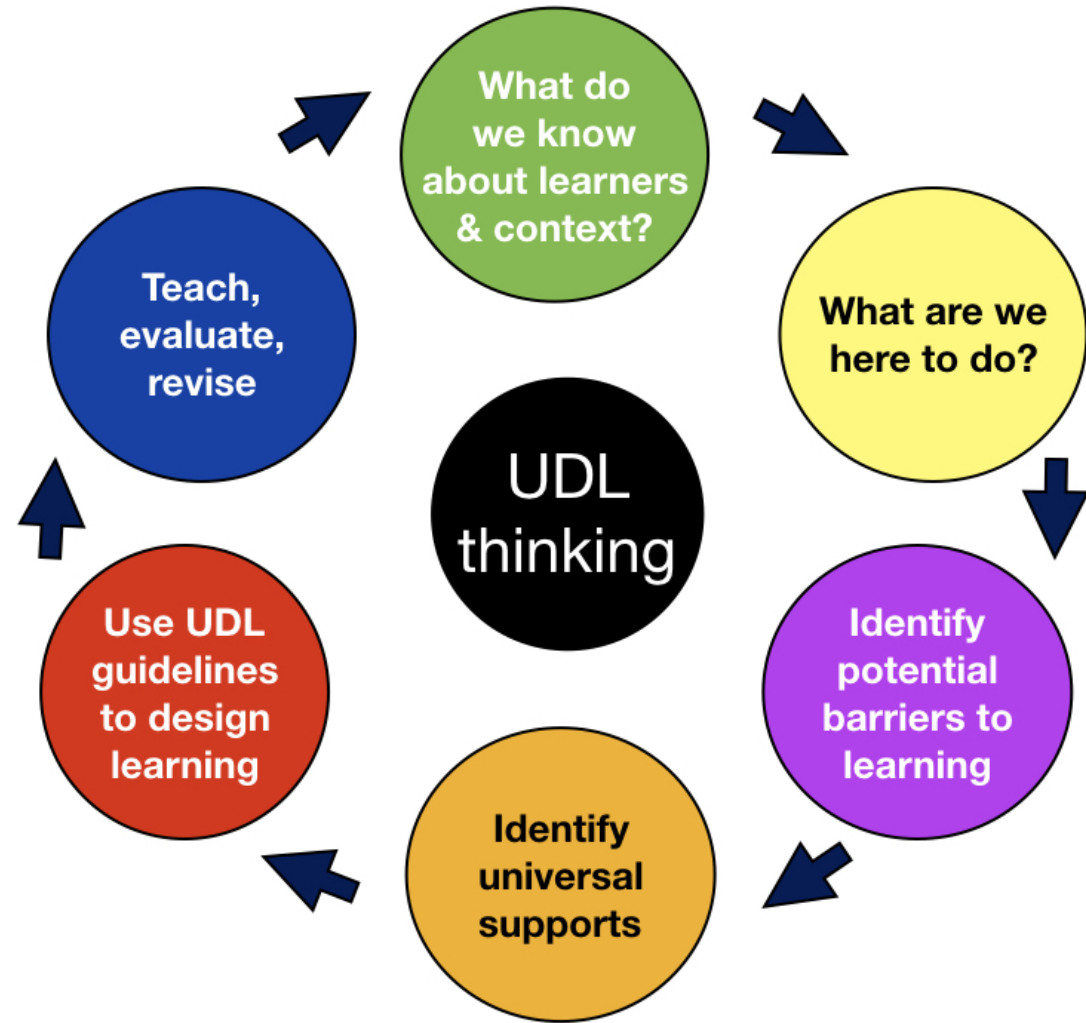


LEARNING ENVIRONMENT

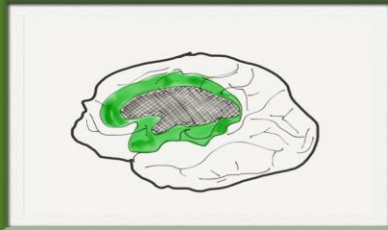
Space where students learn, typically the classroom
Example: Flexible seating

STRENGTHS

- **Universal Design for Learning (UDL):** Consider incorporating the principles of UDL, which emphasize creating flexible learning environments that can be accessed by all learners, regardless of their abilities or learning styles.



Engagement



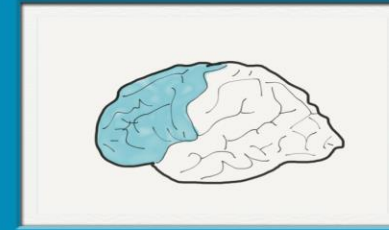
Offer options and supports to stimulate motivation and sustained enthusiasm for learning

Representation



Present information in different ways to support access and understanding

Action & expression



Offer options and supports to all so everyone can create, learn, and share

Universal Design for Learning: 3 principles

COLLABORATION AND COMMITMENT



- By following these policies and collaborating, while considering the key factors for success, Al Mustafa Academy can effectively implement policies that promote a safe, supportive, and equitable learning environment for all students within the IB PYP framework.

THANK YOU
