

Appendices

Appendix 1: Term Dates

Important dates:

AUG 24 New student orientation	AUG 25 First day of school
OCT 15 & 16 Teacher's PL days	OCT 18-22 Half-term holiday
DEC 15 End of term 1 (12:00pm finish)	DEC 16 - JAN 2 Winter vacation
JAN 3 Start of term 2	FEB 7 – 11 Half-term holiday
FEB 9 National sports day	APR 1 End of term 2
APR 4 – 8 Spring vacation	APR 11 Start of term 3
APRIL 11 Start of Ramadan	MAY 16 - 20 Eid Al Fitr
MAY 19 & 20 Teacher's PL days	JUN 14 End of term 3 (12:00pm finish)

Appendix 2: Fee Schedule

School Fees 2020-21

Grade	Annual Fee
Early Childhood 1 to Grade 5	QAR 53,005
Grade 6 to Grade 8	QAR 58,955
Grade 9 and Grade 10	QAR 66,105
Grade 11 and Grade 12	QAR 75,655

Additional Fees

Evaluation Fee	QAR 530 per child
Registration Fee	QAR 2,652 per child
Mother Tongue Fees (except Arabic, French and Spanish)	QAR 7,426 per year
Learning Support (Shadow Teacher)	QAR 79,000
IB Diploma Exam Fee	QAR 2,370

Explanatory Notes

1. The Evaluation Fee of QAR 530 (per student) is payable upon submission of the Application Form. This non-refundable fee covers the cost involved in processing and evaluating each application.
2. The Registration Fee of QAR 2,652 (per student) is a one-off non-returnable fee to register new students.
3. Once the student has been registered in the school, a non-refundable advance payment of QAR 3,000 is payable to secure the student's place. This is deducted from the Annual Fee.
4. Annual Fees cover all tuition, loan of books for the duration of the academic year and other educational activities as detailed in the fee regulations. Parents will be invoiced for any lost or damaged books.
5. There is a one-year minimum enrolment unless agreed prior to the start of the student's enrolment in the school.
6. Notice of Withdrawal: A full term's notice must be given in writing otherwise a full term's fees will be payable.

Acceptance of a place at the International School London Qatar includes acceptance of the above fees, the Fee Regulations and the Terms and Conditions in the Admissions Information.

Appendix 3: Experiential Learning

“Tell me, and I will forget. Show me, and I may remember. Involve me, and I will understand.”

- (Confucius around 450 BC)

Recent research on memory has shifted in attention from the material to be learned to the mental activities of the learner. Experience can be seen as a melding tool in the acquisition of knowledge. Without it, knowledge may be acquired but the learner may never have the ability to truly understand the theory without an experience to use as a testing ground.

Experiential learning can be defined as: "knowledge, skills, and/or abilities attained through observation, simulation, and/or participation that provides depth and meaning to learning by engaging the mind and/or body through activity, reflection, and application."
(Craig 1997)

In striving for excellence we recognise the importance of enabling students to engage in the learning process through a diverse set of challenging learning environments. The ISL Qatar Guiding Statements clearly reflect our commitment to educating the whole person by providing opportunities for students to confront intellectually rigorous challenges in real-world contexts.

Experiential learning provides for emotional and intellectual learning, demanding that the learner articulates their own questions and seeks their own answers.

Benefits of experiential learning include:

- diverse settings create authentic learning opportunities
- activities often provide opportunities for unplanned learning from new experiences
- learners develop a sense of responsibility for their actions
- learners can experience diverse roles (e.g. leader, team member, employee)
- the learner has an active role in the planning and carrying out the activities
- learners interact with the social and physical environment
- activities provide a balance of action, reflection, and application
- learning experiences can be individualized, sequential, developmental
- authentic physical or mental challenges can be provided, with an appropriately assessed degree of challenge
- outcomes can be authentic and practical.

The ultimate benefit comes as students become more confident performers, demonstrating independence in their learning, collaborating effectively with others and taking greater responsibility for their own actions.

Appendix 4: Some recommendations for parents

Parents and teachers have a shared responsibility for the education of our students. It is essential therefore that we all work together to achieve this and that we support one another. The points below set out the recommendations to parents:

1. To ensure that students attend for the full school year, without taking holidays during term time.
2. To ensure that students take part in all educational visits.
3. To support the after school activity and sporting programmes by permitting and encouraging students to take part.
4. To provide a suitable place at home for students to work; this should be a desk or table with good lighting, and space to store books and papers.
5. To monitor home learning and check and sign the communication book/ student planner.
6. To accept and support the school's disciplinary structures.
7. To always send a written explanation of any absence from school.
8. To ensure that students get up in the morning in good time, have breakfast and are punctual in reaching school.
9. To ensure that children are clean, dressed adequately and bring sufficient food and drink to meet their dietary needs.
10. To be involved and interested in their child's learning.
11. To ensure that all work purporting to be student's work is not the work of a parent or third party.
12. To make every effort to attend parent-teacher consultations, student-led conferences and to keep themselves informed about their child's progress and behaviour.

Appendix 5: Primary School Behaviour: Good Practice

As part of the Government of Qatar's outstanding schools programme we strive to develop outstanding students. Whilst encouraging academic success we also believe in developing the whole student. It is essential that our students are allowed to learn in a caring, supportive and non-disruptive environment. At ISL Qatar we believe that everyone is responsible for exhibiting the elements of the IB learner profile. This means we are all trying to be:

Balanced, Caring, Communicators, Inquirers, Knowledgeable, Open-Minded, Principled, Reflective, Risk-Takers, and Thinkers.

We also believe that everyone should be striving to demonstrate all the attitudes outlined in the PYP. This means we are all trying to show:

Appreciation, Commitment, Cooperation, Confidence, Creativity, Curiosity, Empathy, Enthusiasm, Independence, Integrity, Respect and Tolerance.

Whilst we acknowledge that our students will not exhibit these attitudes and profiles all the time, we do expect that they show both awareness of them, and a willingness to improve. By working towards these objectives our learning community can be a happy, healthy and supportive environment for all members.

When a student fails to demonstrate that they are working towards these objectives they will be reminded that this is an expectation for everyone in our school. We believe that such a reminder is enough for most members of the community to continue to work towards the shared objectives.

In such cases where a simple reminder is not sufficient the school has a series of stages to help everyone to be made aware of their responsibilities to themselves and the rest of the community.

Stage 1. A behaviour slip is written by a teacher detailing the time and place the incident took place, the names of those involved and the recording teacher, what happened during the incident, the student's reflection on the incident and any follow up that has taken place. This slip is then passed to the Pastoral Leader for follow up with the student.

Stage 2. The parent(s) of the student will be contacted. The behaviour of the student will be discussed with the parent(s) and the expectations of the school will be made clear to the student in the presence of their parent(s) to ensure they are aware of the adjustments they need to make.

Stage 3. The student is placed on behaviour report. This is a short term measure to ensure the student is regularly and frequently getting feedback on their behaviour. The behaviour report will be shared with the parents on a weekly basis and the parents will be expected to discuss the student's progress on a regular basis with the class teacher.

Stage 4. The student will be given an in-school suspension where they are removed from the school community and given work to do independently. This is a very serious step for the student and represents a state where a student is completely disregarding their responsibilities towards him/herself and the rest of the community or is endangering other members of the community.

Stage 5. The parents of the student will be issued with a written notification that any further lapse of academic standards or incident of unacceptable behaviour will result in the student being de-registered from the School for the following academic year. The parents will be notified of this decision and be required to make alternative arrangements for the education of their child.

Notes: These stages are not necessarily incremental and dependent upon the behaviour exhibited a student may be placed at any of the above stages at the discretion of the Head of School.

ISL Qatar will provide support and guidance to students about managing their behaviour and set clear goals and targets for students where appropriate. It is expected that in any of Stages 1 to 4 above the student will make a clear effort to improve their behaviour and make correct choices.

Appendix 6: Grade Level Placement 2020-2021

Age	D.O.B (30 September Cut-off)	ISL Qatar Grade Level
3 – 4	Oct. 1 2016 – Sept. 30 2017	Early Childhood 1
4 – 5	Oct. 2015 – Sept. 30 2016	Early Childhood 2
5 – 6	Oct. 2014 – Sept. 30 2015	Kindergarten
6 – 7	Oct. 2013 – Sept. 30 2014	Grade 1
7 – 8	Oct. 2012 – Sept. 30 2013	Grade 2
8 - 9	Oct. 2011 – Sept. 30 2012	Grade 3

9 - 10	Oct. 2010 – Sept. 30 2011	Grade 4
10 - 11	Oct. 2009 – Sept. 30 2010	Grade 5
11 – 12	Oct. 2008 – Sept. 30 2009	Grade 6
12 – 13	Oct. 2007 – Sept. 30 2008	Grade 7
13 – 14	Oct. 2006 – Sept. 30 2007	Grade 8
14 – 15	Oct. 2005 – Sept. 30 2006	Grade 9
15 – 16	Oct. 2004 – Sept. 30 2005	Grade 10
16 – 17	Oct. 2003 – Sept. 30 2004	Grade 11
17 - 18	Oct. 2002 – Sept. 30 2003	Grade 12

Appendix 7: MOE Equivalency



Age	Qatar Curriculum	Egypt	Brazil	Finland	Turkey	Italy	Spanish	Australia	South Africa	Pakistan	Japan	Scotland	Bangladesh	Iran
Academic year								School year starts January to 5 on the 31 of Jan		April to March			January	
3-4		KG 1			KG 1	KG 1	KG 1	Pre-school		pre		Nursery		
4-5	Basidi	KG 2	Preschool 1		KG 2	KG 2	KG 2	Pre-school		KG 1		Prim. 1	KG 1	KG 1
5-6	Samah	Grade 1	Preschool 2	Grade 1	KG 3	KG 3	KG 3	KG 1	Grade 1	KG 1		Prim. 2	KG 2	KG 2
6-7	Grade 1	Grade 2	Year 1	Grade 1	Grade 1	Grade 1	Grade 1	Grade 1	Grade 1	Grade 1	Grade 1	Prim. 3	Grade 1	Grade 1
7-8	Grade 2	Grade 3	Year 2	Grade 2	Grade 2	Grade 2	Grade 2	Grade 2	Grade 2	Grade 2	Grade 2	Prim. 4	Grade 2	Grade 2
8-9	Grade 3	Grade 4	Year 3	Grade 3	Grade 3	Grade 3	Grade 3	Grade 3	Grade 3	Grade 3	Grade 3	Prim. 5	Grade 3	Grade 3
9-10	Grade 4	Grade 5	Year 4	Grade 4	Grade 4	Grade 4	Grade 4	Grade 4	Grade 4	Grade 4	Grade 4	Prim. 6	Grade 4	Grade 4
10-11	Grade 5	Grade 6	Year 5	Grade 5	Grade 5	Grade 5	Grade 5	Grade 5	Grade 5	Grade 5	Grade 5	Prim. 7	Grade 5	Grade 5
11-12	Grade 6	Grade 7	Year 6	Grade 6	Grade 6	Grade 6	Grade 6	Grade 6	Grade 6	Grade 6	Grade 6	Sec. 1	Grade 6	Grade 6
12-13	Grade 7	Grade 8	Year 7	Grade 7	Grade 7	Grade 7	Grade 7	Grade 7	Grade 7	Grade 7	Junior High 1	Sec. 2	Grade 7	Grade 7
13-14	Grade 8	Grade 9	Year 8	Grade 8	Grade 8	Grade 8	Grade 8	Grade 8	Grade 8	Grade 8	Junior High 2	Sec. 3	Grade 8	Grade 8
14-15	Grade 9	Grade 10	Year 9	Grade 9	Grade 9	Grade 9	Grade 9	Grade 9	Grade 9	Grade 9	Junior High 3	Sec. 4	Grade 9	Grade 9
15-16	Grade 10	Grade 11	Senior 1	Grade 10	Grade 10	Grade 10	Grade 10	Grade 10	Grade 10	Grade 10	high 1	Sec. 5	Grade 10	Grade 10
16-17	Grade 11	Grade 12	Senior 2	Grade 11	Grade 11	Grade 11	Grade 11	Grade 11	Grade 11	Grade 11	high 2	Sec. 6	Grade 11	Grade 11
17-18	Grade 12	—	Senior 3	Grade 12	Grade 12	Grade 12	Grade 12	Grade 12	Grade 12	Grade 12	high 3	—	Grade 12	Grade 12
18-19	—	—	—	—	—	—	—	—	—	—	—	—	—	Grade 13
Public Exam	Grade 12 Certificate	Grade 12 Certificate / not possible to have certificate (Iqbal)	—	Grade 12	High school diploma	High school diploma or equivalent	High school diploma or equivalent	High school diploma or equivalent	High school diploma or equivalent	High school diploma or equivalent	High school diploma or equivalent	High school diploma or equivalent	High school diploma or equivalent	Grade 12 Certificate

Age	Qatar Curriculum	Indonesian Curriculum	Turkish Curriculum	Japanese Curriculum	English (National Curriculum)	USA	International Baccalaureate (IB)	French	German	Philippine	Indian CBSE	Sri Lankan Curriculum
Academic year	September to June										June to March	April to March
3-4		KG 1	Pre-school	Pre-school	Pre-school	Pre-school	Pre-school 1	PS	Pre-school	Pre-school	KG 1	KG 1
4-5	Basidi KG1	KG 2	KG 1	KG 1	KG 1	KG 1	Pre-school 2	PS	KG 1	KG 1	KG 1	KG 1
5-6	Samah KG2	Grade 1	KG 2	KG 2	Year 1	KG 2	Pre-school 3	PS	KG 2	KG 2	Prim. 1	Year 1
6-7	Grade 1	Grade 2	Grade 1	Grade 1	Year 2	Grade 1	Grade 1	PS	Grade 1	Grade 1	Prim. 2	Year 2
7-8	Grade 2	Grade 3	Grade 2	Grade 2	Year 3	Grade 2	Grade 2	PS	Grade 2	Grade 2	Prim. 3	Year 3
8-9	Grade 3	Grade 4	Grade 3	Grade 3	Year 4	Grade 3	Grade 3	PS	Grade 3	Grade 3	Prim. 4	Year 4
9-10	Grade 4	Grade 5	Grade 4	Grade 4	Year 5	Grade 4	Grade 4	PS	Grade 4	Grade 4	Prim. 5	Year 5
10-11	Grade 5	Grade 6	Grade 5	Grade 5	Year 6	Grade 5	Grade 5	PS	Grade 5	Grade 5	Prim. 6	Year 6
11-12	Grade 6	Grade 7	Grade 6	Grade 6	Year 7	Grade 6	Grade 6	PS	Grade 6	Grade 6	Prim. 7	Year 7
12-13	Grade 7	Grade 8	Grade 7	Grade 7	Year 8	Grade 7	Grade 7	PS	Grade 7	Grade 7	Prim. 8	Year 8
13-14	Grade 8	Grade 9	Grade 8	Grade 8	Year 9	Grade 8	Grade 8	PS	Grade 8	Grade 8	Prim. 9	Year 9
14-15	Grade 9	Grade 10	Grade 9	Grade 9	Year 10	Grade 9	Grade 9	PS	Grade 9	Grade 9	Prim. 10	Year 10
15-16	Grade 10	Grade 11	Grade 10	Grade 10	Year 11	Grade 10	Grade 10	PS	Grade 10	Grade 10	Prim. 11	Year 11
16-17	Grade 11	Grade 12	Grade 11	Grade 11	Year 12	Grade 11	Grade 11	PS	Grade 11	Grade 11	Prim. 12	Year 12
17-18	Grade 12	—	Grade 12	Grade 12	Year 13	Grade 12	Grade 12	PS	Grade 12	Grade 12	Prim. 13	Year 13
18-19	—	—	Grade 13	—	—	—	—	PS	—	—	—	—
Public Exam	Grade 12 Certificate	Grade 12 Certificate	—	—	12/13 (or 12 or 13/14) or 12/15 or 13/14 or 14/15	Grade 12 Certificate Grade 12 Diploma	IB Certificate or Diploma	IB Certificate or Diploma	Grade 12/13/14/15	Grade 12 Certificate or Diploma	Grade 12 Certificate or Diploma	Grade 12 Certificate