



# Middle Years Programme



# 1. The MYP Leadership Team

## MYP Coordinator Omar Haj Khelifa

### MYP Student's progress

#### Role:

Promote positive attitudes, self discipline, proper regard to authority and good behavior

Advocate for students facing personal difficulties in school

Responsible for the attendance and progress of students

Provide regular feedback and communication to parents and teachers

Support colleagues/parents in matters of students indiscipline

Member of Student Council Committee for MYP

## MYP Coordinator Valentine Lefèvre

### MYP Curriculum Development

#### Role:

IB framework implementation

Curriculum management and development

PYP/MYP - MYP/DP transitions

Assessment procedure regulation

Subject choices and changes

Support colleagues/parents in matters of teaching practice

MYP events coordination

MYP general logistics

# Head of Inclusion and Designated Safeguarding Lead

Sylviane Fourmont

## Role:

- Implement needed accommodations according to the specialists' reports
- Support teachers and help them differentiate for students with specific learning challenges
- Provide support to students with emotional issues
- Ensuring students' wellbeing in school (relationships with peers, with teachers, school environment...)
- Work in close communication with parents to support students academically and/or emotionally

## 2. What is the “MYP”?

## Framework of 3 approaches:

1) Conceptual understanding

**Concept-Based** ; Linked to a **Global context** ; Taught through **inquiry**

Assessed through specific **criteria**

**IB Learner Profile:** Traits that shape students' identity

2) Skills Development

**ATL skills:** Skills that students acquire and master throughout their learning and transfer into their lives

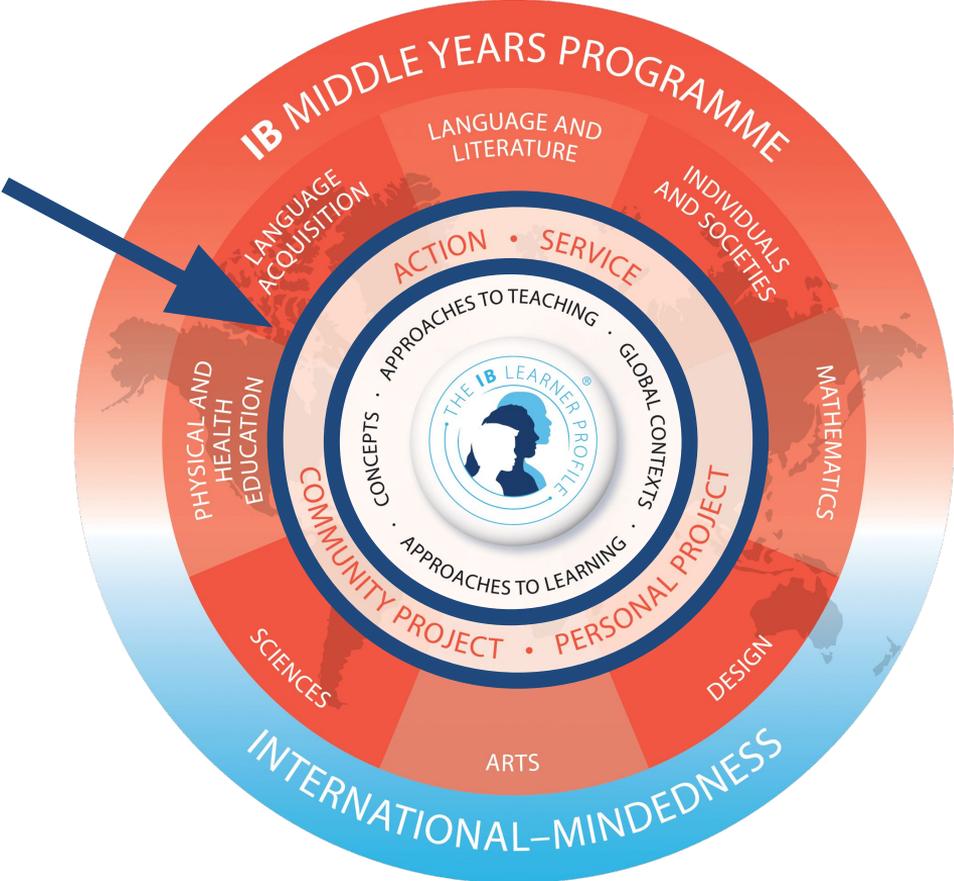
### 3) Content = **MYP Programme at BIS**

- Language & Literature
  - English Language and Literature
  - French Language and Literature
- Language Acquisition
  - English As Learning language
  - French Language Acquisition
  - Spanish Language Acquisition
- Individuals and Societies
  - Integrated humanities
  - Current affairs
  - Business & Economics
- Sciences
  - Integrated Science
  - Chemistry, Biology, Physics
  - Computer Science
- Mathematics
  - Mathematics
  - Maths Standard level & Extended level
- Design
  - Digital Design
- Arts
  - Visual Art
  - Performing Art
- Physical Health and Education
- Advisory (PSHE)

# MYP Curriculum

[LINK](#)

“Out of the box” learning opportunities



## High Quality Education which promotes...

- Student's agency
- Work Ethic
- Lifelong learning
- Critical Thinking

# 3. MYP Assessment

# How it impacts MYP assessment?

We use assessment...

- To **inform and improve learning** by providing relevant, timely **feedback**
- To **inform teaching** and delivery of the **curriculum**
- To promote **positive** student attitudes towards learning
- To promote the development of **critical and creative thinking skills**

# How is MYP assessment different?

- We assess through **criteria**
- Most of the criteria target **skills** development

# Subject Criteria list

Subject	A	B	C	D
Language and literature	Analysing	Organizing	Producing text	Using language
Language Acquisition	Listening	Reading	Speaking	Writing
Individuals and 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
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
MYP projects	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing	Communicating	Reflecting

# Example:

## English Language & Literature in DP

Skills

Not content

### Task: Paper 2

Answer **one** question. Compare and contrast **two** of the works you have studied.

1. How do **two** of the works you have studied portray the struggle to be understood?
2. Some literary texts, although set in a particular place or time, convey ideas that are universal. In what ways is this true in **two** of the works you have studied?
3. Discuss how **two** works you have studied present concepts of good and bad, not as absolute notions, but as a matter of individual perception.
4. Referring to **two** works you have studied, discuss how the author has created a convincing “world”.

Concept

# MYP Grades = Achievement levels NOT scores

MYP Assessment...

- Is not an accumulation of scores.
- Instead, it is a **Criterion Related Assessment** (a snapshot of where students are at a specific point in time).
- We don't calculate average. We focus on student's progression.

# Level Descriptors

1–2	<p>The student is able to:</p> <ol style="list-style-type: none"><li>select appropriate mathematics when solving <b>simple problems</b> in <b>familiar situations</b></li><li>apply the selected mathematics successfully when solving these problems</li><li>generally solve these problems correctly in a variety of contexts.</li></ol>
3–4	<p>The student is able to:</p> <ol style="list-style-type: none"><li>select appropriate mathematics when solving <b>more complex problems</b> in <b>familiar situations</b></li><li>apply the selected mathematics successfully when solving these problems</li><li>generally solve these problems correctly in a variety of contexts.</li></ol>
5–6	<p>The student is able to:</p> <ol style="list-style-type: none"><li>select appropriate mathematics when solving <b>challenging problems</b> in <b>familiar situations</b></li><li>apply the selected mathematics successfully when solving these problems</li><li>generally solve these problems correctly in a variety of contexts.</li></ol>
7–8	<p>The student is able to:</p> <ol style="list-style-type: none"><li>select appropriate mathematics when solving <b>challenging problems</b> in both <b>familiar and unfamiliar situations</b></li><li>apply the selected mathematics successfully when solving these problems</li><li>generally solve these problems correctly in a variety of contexts.</li></ol>

# Formative and summative assessment

## In our Assessment policy:



- **Formative assessment** (assessment **for** learning): continuous, on-going during a Unit of Inquiry, occurs informally and aims to inform and improve teaching and learning. It assists teachers to gauge the progress of individual students and the class as a whole and to provide meaningful and timely feedback, which enables students to reflect on their learning and set goals for their own development.
- **Summative assessment** (assessment **of** learning): comprehensive and holistic assessment of a student's achievement, which aims to assess the level of conceptual understanding, skill development and learner profile acquisition at the end of a Unit of Inquiry. Summative assessments follow prescribed rubrics and assessment criteria as developed by the IB for each of our Programmes and the NEASC learning standards.

At BIS, we view **home-learning** tasks as opportunities to solidify learning, but not as assessment. Home-learning is discussed in the Appendix.

## Definitions:

**Formative assessments** inform giving feedback to students and teachers

**Summative assessments** are the natural summation of a concept or unit.

- A summative assessment does not have to be enormous, all encompassing or high stakes.
- Formative and Summative Assessment data should be valued equally when determining Criterion Levels.

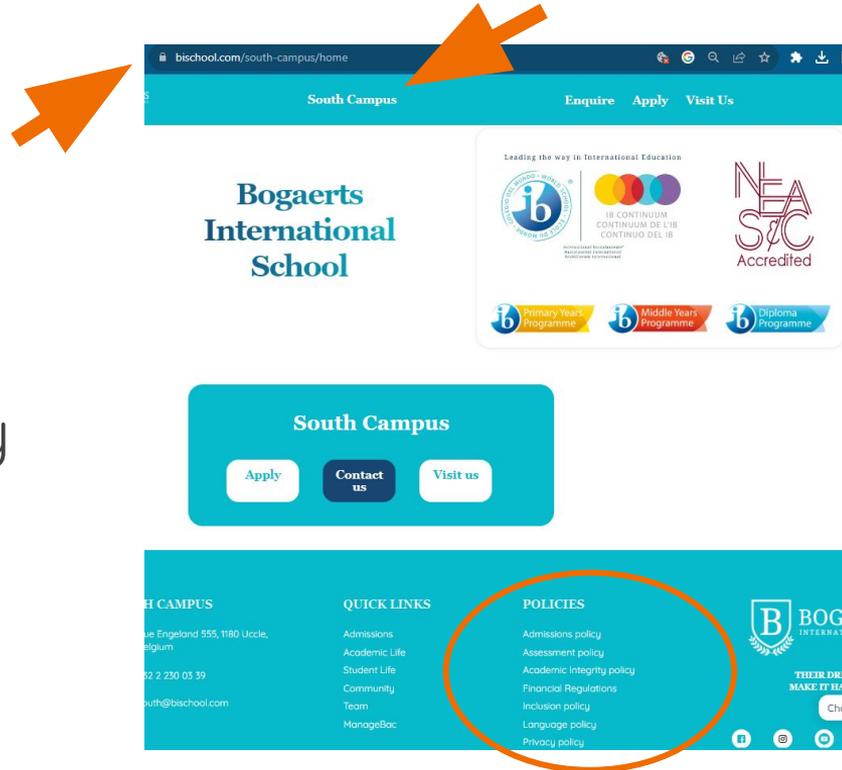
Formative and Summative assessments target  
the **same criteria** ;  
they are just **different steps** of the learning  
process !

When reporting, we take **everything** as **evidence** of the **students' level**: conversations and participation in class, class work, peer assessments, formative and summative assessments, etc.

# 4. Important communication

# School Policies

- Admission
- Assessment
- Language
- Academic Integrity
- Inclusion
- ...and more!



# School Calendar

## 2024

### August

M	T	W	Th	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

### September

M	T	W	Th	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

### October

M	T	W	Th	F	S	S
						1
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

### November

M	T	W	Th	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

### December

M	T	W	Th	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

- Year Starts / Ends
- School Holidays
- In Service Day: No School
- Three-Way Conference
- Open Day
- Events
- Trips

## 2025

### January

M	T	W	Th	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

### February

M	T	W	Th	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

### March

M	T	W	Th	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

### April

M	T	W	Th	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

### May

M	T	W	Th	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

### June

M	T	W	Th	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

## IMPORTANT DATES

<b>Aug 16</b>	In-Service Day new staff	<b>Nov 11</b>	Public Holiday	<b>Mar 17-18</b>	Three-Way Conference
<b>Aug 19 - 23</b>	In-Service Day all staff	<b>Dec 20</b>	Winter Celebration	<b>Mar 23 - 29</b>	Ski Trip MYP5 - 5
<b>Aug 26</b>	School Year Starts	<b>Dec 23 - Jan 7</b>	Winter Holidays	<b>Apr 7 - 21</b>	Spring Holidays
<b>Sep 6</b>	School Year Social & Info Session	<b>Jan 15</b>	Half day MYP/DP + In Service	<b>May 1</b>	Public Holiday
<b>Sep 11 - 12</b>	Photo day	<b>Jan 18 - 25</b>	MYP5-5 Ski Trip TBC	<b>May 28</b>	Graduation Ceremony
<b>Sep 27</b>	In-Service Day - No School	<b>Feb 3</b>	2nd semester begins	<b>May 29 - 30</b>	Public Holiday
<b>Oct 17 - 18</b>	Three-Way Conference	<b>Feb 8</b>	Open Day	<b>June 9</b>	Public Holiday
<b>Oct 25</b>	Halloween Party	<b>Feb 24 - 28</b>	Carnival Holidays	<b>Jun 20</b>	End of Year Ceremony

# MYP Handbook

Bogaerts International School

Home

Home

Dashboard

Portfolio

BIS Parents Association

Discussions

Academic Profile

Guides & Handbooks



## Next 2 Weeks

Submit Attendance Excusal

Full Calendar

Timetables

Calendar

Today	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Monday
<p>9:30 AM FR_AB_IN_JO_Exercise_Experiences_DB</p> <p>10:40 AM Read Kognity 1.3.6: Tool- Circular business models</p> <p>6 PM Task - Liza Donnely Cartoon Analogy</p>	<p>16</p> <p>1:45 PM Read Kognity 4.3.3 &amp; 4.3.4: Free trade versus trade protection</p> <p>1:45 PM Economics_AOR</p> <p>2:50 PM Read Kognity 4.2.4 (HL): Calculating quotas</p>	<p>17</p> <p>8:30 AM No lesson</p> <p>10:40 AM No lesson</p>	<p>18</p> <p>12:40 PM No lesson</p>	<p>19</p>	<p>20</p>	<p>21</p> <p>1:45 PM Economics_AOR</p>	
<p>22</p> <p>10:40 AM Read Kognity 1.4.0 to 1.4.2: Internal &amp; External stakeholders</p>	<p>23</p>	<p>24</p> <p>8:30 AM Read Kognity 1.4.3: Stakeholder conflict</p> <p>9:35 AM Read Kognity 1.4.4: Designing businesses for stakeholder alignment</p>	<p>25</p> <p>12:40 PM Read Kognity 1.5.0 &amp; 1.5.1: Reasons for growing</p>	<p>26</p>	<p>27</p>	<p>28</p>	

## Upcoming

All

Online Lessons

Deadlines

Events

Tasks

**OCT 15** Task - Liza Donnely Cartoon Analogy  
Deadline Pending Today at 6:00 PM

**OCT 16** Read Kognity 4.3.3 & 4.3.4: Free trade versus trade protection  
Deadline Wednesday at 1:45 PM

**OCT 16** Economics\_AOR  
Deadline Wednesday at 1:45 PM

## Homeroom Attendance



Present 33 of 36  
Excused 3 of 36

## Coursework Submissions Statuses

- Late Submitted after Due Date
- Submitted Before Due Date
- Pending Not Submitted

## Key Contacts

Any questions you have related to your child's progress in their classes or their time at school, please reach out directly to the key contacts listed below.

- Colin Sinclair**  
Homeroom Advisor  
colinsinclair@bischool.com
- Chris Yoder**  
Advisor  
chrisyoder@bischool.com
- Eva de la Casa**  
Teacher, DP Coordinator  
evadelacasa@bischool.com
- Sophia Kritsinelli**  
Principal  
sophiakritsinelli@bischool.com

- Guides
- DP Parent Handbook
- Reference Guides

# Parent Hub



# Parent Hub

The screenshot shows a website interface for a Parent Hub. At the top, there is a navigation bar with links: Home, ManageBac, Calendar, Uniform, Bus Routes, Canteen, PFA, and Important Links. Below the navigation bar, the main content area is titled "Handbooks" and contains three cards: "PYP Student & Parent Handbook", "MYP Student & Parent Handbook", and "DP Student & Parent Handbook". Each card has a "Read more" link with a right-pointing arrow. A red arrow points to the "PYP Student & Parent Handbook" card. Below the handbooks, the section is titled "School Policies" with the subtitle "Find out more about the school's policies". This section contains a grid of policy cards: "Admissions policy", "Assessment policy", "Academic Integrity policy", "Financial Regulations", "Concerns & Complaints Procedures", "Inclusion policy", "Language policy", "Safeguarding policy", and "Student Absence Protocol". Each card has a "Read more" link with a right-pointing arrow. A red arrow points to the "School Policies" section header. Below the school policies, the section is titled "Presentations - Parent Info Sessions". At the bottom, there are two cards: "Everyday Practices & Life" and "ManageBac Parent". A red arrow points to the "Presentations - Parent Info Sessions" section header.



**Thank you!**

