The King Fahad Academy

MYP Parent & Student Handbook

(2018-2019)
# Table of Contents

**General Director’s welcome** ......................................................................................................................... 3  
Head Teachers’ welcome ................................................................................................................................. 4  
KFA: Vision, Mission and Philosophy ........................................................................................................ 5  
**Introduction: MYP Coordinator** .................................................................................................................. 7  
The IB MYP Programme ................................................................................................................................. 8  
MYP Fundamental Concepts at The KFA ......................................................................................................... 9  
MYP at the KFA ................................................................................................................................................. 10  
KFA-MYP Whole-School Curriculum ........................................................................................................... 11  
KFA-MYP Subject group ............................................................................................................................... 12  
MYP Overview ................................................................................................................................................ 13  
Ofqual recognition of MYP eAssessment ....................................................................................................... 16  
Language and Literature ............................................................................................................................... 17  
Language Acquisition .................................................................................................................................... 18  
Individuals and Societies ............................................................................................................................... 19  
Sciences ........................................................................................................................................................... 20  
Mathematics .................................................................................................................................................... 21  
Arts .................................................................................................................................................................... 22  
Physical and Health Education ....................................................................................................................... 23  
Design ............................................................................................................................................................... 25  
Community Service at The KFA ..................................................................................................................... 26  
Personal Project at The KFA .......................................................................................................................... 27  
Support, Counseling and Careers ................................................................................................................ 28  
Academic Honesty in MYP ............................................................................................................................. 29  
Contact details: ............................................................................................................................................... 30  
Bibliography...................................................................................................................................................... 31
Welcome message from the Director

Just as I was made warmly welcome by all sections of the Academy on my arrival, I now extend to you an equally positive message of welcome. The Academy is a unique and special place which provides a bi-lingual, Islamic-based international education for pupils aged 3-18 years. This International Baccalaureate setting enables us to provide the opportunity for all pupils to develop both their knowledge and their skills. These will provide a strong foundation from which to face the next stage of their educational journey at university and on into their professional lives thereafter. We live in an age where those seeking to work in the professions and those industries at the forefront of national and international development require skills which go beyond the purely academic. The International Baccalaureate Programme encourages inquisitive minds and caring young people who will help to create a better and more peaceful world through intercultural understanding and respect.

I believe that the King Fahad Academy, London provides opportunity for all pupils as they develop their knowledge and their skills. In this they are supported by a strong and growing faculty and a generous and growing level of facilities. We offer a curriculum which incorporates internationally recognised educational practices. We aim for the highest standards and benchmarks for academic achievement and performance. We welcome children from a rich variety of backgrounds and host over 25 languages and nationalities. Together we pursue their development intellectually, emotionally, spiritually and through our curricular and extra-curricular programmes.

Choosing the right school for your child is one of the most significant choices you will make as a parent. Please visit our website, read the information in the prospectus and then come and see us. We look forward to seeing you.

Dr Abdulghani Alharbi

Director General
Dear Parents and Students,

This booklet introduces the International Baccalaureate Middle Years Programme (IB MYP), which is offered at The King Fahad Academy School. It explains the philosophy behind the MYP, the components of the programme, and information on the courses available at The Academy.

The MYP has been specifically designed to meet the unique needs of students in grades 6 - 10. A high-quality, challenging, relevant, internationally-minded, and engaging programme, it equips students to be well-balanced, life-long learners and active members of their local and global communities.

Using an integrated approach to learning, students are encouraged to explore the links between and within subjects and to develop an understanding of how knowledge is connected to a greater whole.

Our classroom practice is guided by the MYP philosophies and practices including the Learner Profile, the Areas of Interaction, criterion related assessment, and collaboration.

It is our aim to enhance the educational, social and physical development of our students by encouraging them to think analytically and creatively to prepare them for the next stage of their learning. We provide a safe, yet challenging environment for our students to develop their intercultural sensitivity and responsibility towards the people and the environment of our extended community.

We look forward to welcoming you to the unique KFA IB MYP experience.

Sincerely,

Mrs. Bayan Mahmood

Head Teacher, Girls’ upper school

The King Fahad academy, London
Our Vision is for The King Fahad Academy to be an exemplary professional learning community where children reap the benefits of an international, balanced, faith-based education.

Our Mission is to provide a bilingual, Islamic-based, international education to students from P-12. We are committed to helping each and every child realise their full potential and become responsible and productive citizens who are able to appreciate the multicultural society in which we live. We employ our skills and expertise to develop our students intellectually, emotionally and spiritually through a challenging, balanced curriculum.

Our Philosophy

- A holistic education which includes the development of skills needed for fostering intercultural understanding, compassion and respect.
- The KFA establishes high standards of excellence for its students to achieve and responds appropriately to help those students who have learning challenges.
- Each student has a unique experience which must be taken into consideration during the teaching process.
- The development of a balanced attitude, free of prejudice or extreme inclination in the matter of religion.
- The collaborative effort of parents, teachers and students is essential for an effective education.
The King Fahad Academy’s professional learning community values above all the need for all its members to reflect the IB learner profile to be:

**Inquirers:** always looking for answers even when there are none, always finding ways to conduct successful and constructive research.

**Reflectors:** taking pride in not only the product or the final outcome but in the process that led to it.

**Critical thinkers:** knowing always that there are multiple sides to every story, statement and “fact”.

**Communicators:** believing that dialogue is the way, and always capable of expressing their view confidently and openly.

**Risk-takers:** showing confidence in approaching the unfamiliar.

**Knowledgeable:** always striving to be aware of what is going on in the world around, seeking knowledge through experience and study; always approaching the body of knowledge as an endless expanse of space where they can roam freely.

**Principled:** applying themselves to the task at hand with a strong sense of moral responsibility, integrity, honesty and justice.

**Well-balanced:** rejecting what is extreme in all that they do; always aware that moderation is a great virtue.

**Caring:** showing responsibility in all that they do (be that towards things, people or abstract notions)

**Open-minded:** aware that opinion and perspective are highly subjective and showing respect to the views, values and belief systems of others.
Introduction

At the KFA we aim to create lifelong learners who strive to better both the local and wider communities. We believe that learning is more than just content and facts. Learning is about understanding broader issues and concepts within a larger global context. International mindedness underpins learning at the KFA and we provide a global vision for all students that includes multiple communities and systems.

In our ever-changing world, content has become less important to young people; with a click of a button a student can obtain multiple sources and content about a particular topic. It’s in this changing World that the KFA believes in the IB philosophy of developing the learners’ communication, social, self-management, research and thinking skills to ensure the learner can adapt to new environments and situations.

The community is very important to us at the KFA. In the MYP environment students engage in community service which allows them to develop principles and provide students with awareness of issues that affect all communities, such as pollution, poverty, global warming and the environment. It’s in this unique environment that the MYP builds Knowledgeable, caring, inquiring and principled life-long learners.

We hope that you find this handbook useful and informative.

Mr James Nevin

MYP Coordinator: 2018
The International Baccalaureate Middle Years Programme: MYP

The MYP curriculum is the second of the four curriculums developed by the International Baccalaureate. The curriculum framework has been carefully structured to support and enhance pupils’ learning between the ages of 11-16 at a critical stage of their development and experience. The curriculum is designed to motivate pupils to succeed at school and to become lifelong learners.

At the core of the MYP curriculum is the IB learner profile underpinned by the MYP fundamental concepts highlighted by three key principles: holistic learning, intercultural awareness and communication.

![IB MIDDLE YEARS PROGRAMME](image)

The curriculum is carefully balanced to meet the needs of pupils at a crucial stage in their development. It provides pupils with ample opportunities to acquire knowledge, skills and experience, all relevant today and with links to the future as lifelong learners.

The MYP curriculum sets out eight subject groups for pupils as indicated by the MYP Programme Model shown above. It is well noting that the MYP impetus to global citizenship requires pupils to study at least two languages to enhance intercultural understanding and respect.

The programme’s emphasis on teaching and learning has keenly focused on inquiry, clear learning objectives and concepts for meaningful learning and understanding. Furthermore, the inclusion of global contexts is recognition of the importance of engagement of pupils with issues and ideas of personal, local and international dimensions. An added kudos to MYP curriculum is the expectation of all pupils to engage in action and service and to demonstrate their achievement in learning as outlined in community and personal projects. The community project enables pupils to put their learning into action beyond the classroom by positively making a difference in their school environment and in local and global community. The personal project, as summative assessment, enables pupils to use their knowledge, skills and creativity to complete an extended personal project as a demonstration of their learning in MYP.
MYP FUNDAMENTAL CONCEPTS AT THE KFA

The MYP Fundamental Concepts:

- Holistic learning
- Intercultural awareness
- Communication

KING FAHAD SCHOOL
Committed to a balanced education

Since its foundation in 1985, the King Fahad Academy (KFA) has achieved an impressive reputation as one of the leading independent bilingual Islamic schools in the United Kingdom. Gaining authorisation for the International Baccalaureate (IB) Diploma Programme in 2006 and later the IB Primary Years Programme in 2011, the KFA gained its status as the only Islamic school in the UK authorised to provide the International Baccalaureate Organisation programmes.

Providing a comprehensive international bilingual education to students aged 3-19 years, the KFA offers a curriculum that blends the rigour and innovation of the IBO curriculum with the ethos and values of the Islamic faith. The KFA aims to cultivate in its students, through their own faith and culture, an understanding and respect for other cultures and ways of life.
The Middle Years Programme at the KFA

The MYP is a programme that was developed in 1994 as part of an initiative by the IB to provide an international education to pupils aged between 11 and 16. The MYP is designed to be a coherent and comprehensive framework that provides both knowledge and life skills. The students are motivated to be successful in school and become life-long learners.

The MYP runs over a period of 5 years at the KFA and is the final stage before the Diploma programme. Students in the MYP learn through an inquiry-based approach in the classroom that breathes creativity into the learning process and allows students to reach their full potential. Along with inquiry, students learn skills and concepts that equip them for the ever-changing World that we live in today.

Language learning is very important at the KFA. Students are required to study at least one second language. Language skills are key to student progress at the KFA and it is through the learning of a second language that students are exposed to new cultures and perspectives. At the KFA Arabic is the main second language and then French, providing students with a rich language learning experience.

Assessment is authentic at the KFA. Students in year 5 of the programme take part in eAssessment that involves on-screen examinations, a project and portfolios. The examinations are designed to assess skills and understanding of concepts to ensure the learner is able to apply knowledge in new situations. The MYP eAssessment is recognised by Ofqual and is therefore an established qualification that can be used in schools, colleges and universities across the World.

James Nevin

MYP Coordinator: 2018
KFA MISSION, VISION AND IDENTITY

WRITTEN CURRICULUM:
- Key & related concepts
- Global contexts
  - ATL skills
- Learning objectives
- Subject overviews
  - Unit plans

Subject Areas:
Arabic, English, French, Biology, Chemistry, Physics, History, Geography, Religious studies, Arts, Business Management, Drama, Maths, Design: digital & product, Physical and Health Education.

Taught curriculum:
Inquiry, prior knowledge, experiential learning

Assessed curriculum:
Internal assessment
External assessment
Personal Project
ePortfolio

CO-CURRICULAR

Community service:
- School community
- Local community
  - International community

Outdoor adventures:
- Excursions
  - Inter-school events
  - Games and hobbies

Experiential education:
- Application & demonstration
  - KFA culture
    - Getting involved
      - Taking action
      - Fair-minded

Education for citizenship:
- Being a global citizen
- Knowing & respecting others’ right
- Acting responsibly
- Appreciating & celebrating own and other’s cultures and tradition around the world.
KFA-MYP Subject group: grade 6 - 10

<table>
<thead>
<tr>
<th>GROUPS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
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</thead>
<tbody>
<tr>
<td>SUBJECTS</td>
<td>Arabic</td>
<td>Arabic</td>
<td>History</td>
<td>Biology</td>
<td>Mathematics</td>
<td>Arts</td>
<td>PHE</td>
<td>Design</td>
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<td></td>
<td>English</td>
<td>English</td>
<td>Geography</td>
<td>Chemistry</td>
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<td>Drama</td>
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<td>[Product &amp; Digital]</td>
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<td></td>
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<td>Integrated</td>
<td>Physics</td>
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<td>Humanities</td>
<td>Integrated</td>
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<td>World Religion</td>
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</tbody>
</table>

*In grade 6 – 8 of the MYP, students will study one subject from each subject group in each year their MYP studies. Furthermore, all students will a study of several units from all the subjects listed in group 3 above.

**In grade 9 and 10 of the MYP, we will offer students a choice of one subject from at least six subjects groups, which must include:

- Language and literature studies [group 1]
- Language Acquisition [or a second language from group 2]
- Individuals and societies
- Sciences
- Mathematics
- One additional subject group from [Arts, Design or PHE]

Nevertheless, our aim is to encourage our students to maintain a choice of eight to 10 subjects across the subject groups at the KFA-MYP.
The IB MYP: an overview

The Programme:
The MYP provides a framework of learning with emphasis on intellectual challenges, helping students to make connections between their learning and the real world, development of skills for communication, intercultural understanding and global engagement.

The interaction in MYP interdisciplinary learning enhances students’ academic study and prepares them for the real life in interconnected world.

The emphasis of interactions and activities in teaching and learning is not so much on content coverage but more on comprehensive view of students’ conceptual understanding, subject-specific and learning skills and ability to transfer knowledge to new/unfamiliar situations.

MYP eAssessments:
The eAssessments offer students the opportunity to demonstrate disciplinary and interdisciplinary understanding, critical thinking, problem-solving skills and ability to apply knowledge in unfamiliar situations. MYP eAssessments consist of on-screen examinations and ePortfolios.

MYP Personal Project:
The Personal Project is a student-centred practical exploration of undertaken by students. It enables the students to demonstrate and consolidate their learning and experience throughout the programme. The project is an independent learning experience requiring approximately 25 hours. The Personal Project provides the avenue for students to demonstrate the level of their achievement in aspects of the ATL skills in: self-management, research, communication, critical and creative thinking and collaboration.

Community Service:
Community Service requires students’ participation in each year of the MYP programme. Engagement of students with service as action should impact on student positively, enabling them to make a positive difference to the lives of others and in the world around them.

Community Service is also expected to provide students with opportunity to fulfil key objectives for personal growth:

- Be aware of their own strengths and areas for growth
- Undertake challenges that develop new skills
- Able to discuss, evaluate and plan student-initiated activities
- Develop perseverance in action
- Work collaboratively with others
- Develop international-mindedness through global engagement, multilingualism and intercultural understanding
- Be able to consider the ethical implications of their actions.
IB MYP Certificate award

<table>
<thead>
<tr>
<th>ON-SCREEN EXAMINATIONS</th>
<th>SUBJECT GROUPS</th>
<th>SUBJECT LIST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Language and literature</td>
<td>Arabic/English</td>
</tr>
<tr>
<td>2</td>
<td>Individuals and societies</td>
<td>Geography/History/Integrated humanities</td>
</tr>
<tr>
<td>3</td>
<td>Mathematics</td>
<td>Maths Standard/Maths Extended</td>
</tr>
<tr>
<td>4</td>
<td>Sciences</td>
<td>Biology/Chemistry/Physics/Integrated Science</td>
</tr>
<tr>
<td>5</td>
<td>Interdisciplinary</td>
<td>Interdisciplinary learning</td>
</tr>
<tr>
<td></td>
<td>ePortfolio 1</td>
<td>Arabic/English</td>
</tr>
<tr>
<td></td>
<td>ePortfolio 2</td>
<td>Design/PHE/Arts</td>
</tr>
<tr>
<td></td>
<td>Personal Project</td>
<td>Personal Project</td>
</tr>
</tbody>
</table>

**Fulfilment of expectations in Community Service**

[Summary table for expectations of IB MYP certificate award]

The IB MYP certificate is the highest standard of achievement in the MYP. The KFA ideally requires candidates’ participation in 5 years of the programme, with a minimum recommendation of participation in the final two years. However, the IBO has set out the following expectations:

**Expectations for MYP Certificate Candidates**
The MYP Certificate is the highest award for the MYP and results in certification by the IBO.

To be eligible for the MYP Certificate award, a candidate must:

- Participate in the programme for the recommended period of at least two years, with a minimum of one year (MYP year 5)
- Complete the on-screen examinations for a minimum of four subjects, one from each of the following groups: language and literature, individuals and societies, science and mathematics
- Submit an ePortfolio for language acquisition (or complete the on-screen examination for a second language from the language and literature group)
- Submit at least one ePortfolio from any of the following subject groups: arts, physical and health education, or design
- Take the interdisciplinary on-screen examination
- Submit a personal project
- Complete the school’s requirements for Community Service.
Furthermore, for each subject, one from each of the **minimum six subject groups**, up to 7 points can be obtained. Additionally, the **interdisciplinary assessment** can contribute up to 7 points and the **personal project** another 7 points.

Thus, to achieve the **MYP Certificate award**, a candidate must gain **at least 28 points overall** with a minimum of a 3 in each subject to be awarded the MYP Certificate.

**IB MYP Course candidates and Course Result:**

- A candidate who **does not** aim to achieve the MYP Certificate, but is registered for any combination of subjects, the interdisciplinary assessment, the personal project and/or community service is referred to as an **MYP Course Candidate**.
- Completion and submission of the personal project is mandatory for all MYP Course Candidates in year 5 (grade 10). **MYP Course Candidates** will receive an **MYP Course Results** document recording their achievements.
- The regulations and procedures that apply to MYP Certificate candidates also apply to MYP Course Candidates depending on the requirements of the courses for which they are registered.
- Any subject, the interdisciplinary assessment, community service and/or the personal project taken by a MYP Course Candidate cannot subsequently contribute to the award of the MYP Certificate.

Both IB MYP certificate and MYP course results describe student ability and achievement and demonstrate their preparation for further studies and participation in advanced academic and career-related programmes.

**MYP Record of Participation:**

The MYP Record of Participation is for MYP students who study the programme for at least two years and complete requirements in year 3 or year 4. These students are not registered with the IB for any form of assessment. The school-based Record of Participation is a school-based document, not verified by the IB Organization.

To achieve the MYP Record of Participation a student must:

- Study the programme for at least two years and complete requirements in year 3 or year 4 (grade 8 or 9)
- Study a minimum of six subjects from eight different subject groups (listed in article 8.1), if completing the MYP in year 4 (grade 9) or study a minimum of eight subjects from the eight different subject groups if completing the MYP in year 3 (grade 8), including taking part in school-based assessments
- Complete a school-based community project.
Ofqual recognition of MYP eAssessment

MYP eAssessments are now recognized by Ofqual, United Kingdom.

MYP: Next chapter resulted in a new, more rigorous curriculum framework that is now more widely recognized by governments and higher education institutions.

As of February 2016, all MYP eAssessment subjects offered by the IB are included in the Register of Regulated Qualifications. This means that the IB is now a recognized awarding organization.

This official recognition by England’s government regulator, Ofqual, assures schools, parents and students that MYP assessments meet strict quality standards. The international community can have confidence that:

• MYP course results reliably indicate the knowledge, skills and understanding students have demonstrated
• MYP ePortfolios and on-screen examinations show what a student has achieved
• MYP curriculum framework and support materials provide the information that teachers and students need to successfully pursue the qualification.

Ofqual’s recognition of the MYP—now at the same level as widely respected IB Diploma Programme courses—represents a significant achievement for the IB community. It provides a sound basis for the next phase of MYP recognition.

IB recognition teams and Associations of IB World Schools now have an important independent endorsement that they can use to promote MYP eAssessment as a valuable record of student achievement. MYP grades provide important externally verified results that are poised to serve as an alternative to state or national examinations, and to support applications for university or other post-secondary education.

[Excerpt: MYP Coordinator’s notes, May 2016, p2]

For more information, please contact recognition@ibo.org.
Aims & Objectives

MYP Language and Literature years 1-5 aim to encourage and challenge students to use language as a vehicle for creativity, critical thinking, reflection, self-expression and social interaction. This encompasses the understanding of factual, conceptual, procedural and metacognitive dimensions of knowledge. It facilitates students to develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts. They develop their ATL skills, central to analysing literary and non-literary texts. Students engage with text from different historical periods and a variety of cultures. They explore and analyse aspects of personal, host and other cultures through world literature. Language is studied through a variety of media within the global context to develop lifelong skills. Students learn to apply linguistic and literary concepts and skills in a variety of authentic contexts.
Aims & Objectives

MYP Language Acquisition years 1-5 focus on language learning while supporting maintenance of mother tongue and cultural heritage. The students gain understanding by learning the language, learning through language and learning about language. They develop a respect for, and understanding of, diverse linguistic and cultural heritages. Students gain communication skills necessary for further language learning for the purpose of study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes. The aim is to enable our students to develop multi-literacy skills through the use of a range of literacy tools. Students develop an appreciation of a variety of literary and non-literary texts, critical and creative techniques for comprehension through construction of meaning. They learn to understand the nature of language and the process of language learning. This involves the integration of linguistic, cultural and social components taught within global contexts. Students gain an insight into the cultural characteristics of the communities where the language is spoken. They become aware of and understand the perspectives of people from their own and other cultures, which leads to an active involvement in their own and other communities. The Language Acquisition course fosters curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.
The key aims of the MYP Individuals and Societies subject-group at the King Fahad Academy (KFA) are:

- To generate learners who respect and understand the world they live in.
- To build learners who are internationally minded but are also conscious of their Islamic guidelines.
- To develop knowledge and necessary skills for learners to inquire into historical, contemporary, geographical, political, social, economic, religious and technological factors that have an impact on individuals, societies and the environment.
- To develop solution-oriented thinking in order to be practical and relevant citizens of the world.

In this subject-group, the traditional disciplines of History, Religion, Philosophy, Geography, Business Management, Sociology and Political Science are taught in an exciting, stimulating and relevant way. Many sensitive and personally challenging topics require careful consideration in the context of a safe and responsible learning environment characterised by respect and open-mindedness. In this way, a critical appreciation of human diversity, culture and values is attained and an international mind is fostered. The approach taken for Individuals and Societies here at the KFA gives not only a strong focus on inquiry and investigation but one that is informed by the values and directing ethos of Islam. In addition to learning how to collect, describe and analyse data from their studies as well as test hypotheses, interpret, evaluate and synthesis what they learn, students will see how their Islamic precepts offer a way in which to understand and make sense of such data and real-world examples and issues.
MYP Sciences

The vision of the KFA MYP Sciences is to contribute to the development of students as inquirers, scientifically literate, caring and responsible individuals who will think critically and creatively when solving problems and making decisions about aspects affecting themselves, others and their social and natural environments.

Aims and Objectives:
The aims of MYP sciences are to encourage and enable students to:
- understand and appreciate science and its implications
- consider science as a human endeavor with benefits and limitations
- cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments
- develop skills to design and perform investigations, evaluate evidence and reach conclusions
- build an awareness of the need to effectively collaborate and communicate
- apply language skills and knowledge in a variety of real-life contexts
- develop sensitivity towards the living and non-living environments
- Reflect on learning experiences and make informed choices.

The objectives of MYP sciences encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. Each objective is elaborated by a number of strands; a strand is an aspect or indicator of the learning expectation. Sciences will address all strands of all four objectives at least twice in each year of the MYP. These objectives, coupled with the Assessment criteria, reflect the holistic nature of science and the real-world work of scientists. They enable students to engage with all aspects of science, either through individual objectives or connected processes. The following are the 4 Assessment Criteria:

A  Knowing and understanding
B  Inquiring and designing
C  Processing and evaluating
D  Reflecting on the impacts of science

KFA- MYP Pupils ... pondering ...reflecting ... learning to learn!

KFA Pupils: observing, analysing ... thinking
MYP Mathematics

MYP Mathematics aims to nurture young men and women who are confident in using their mathematical skills in their daily lives and who are able to think logically and solve problems independently and in a methodological manner. Students are encouraged to communicate their thoughts using the correct terminology and notation, to apply mathematical models to real life contexts and to develop analytical and investigative approaches. Students also develop an understanding of the definitions, theorems and axioms that underpin the theory alongside an understanding of mathematical proofs through both inductive and deductive reasoning. Learning is primarily based on enquiry based activities which supports critical and higher order thinking skills.

Students are encouraged to develop critical thinking and to question mathematical truths. Investigations and projects help to support independence of students and the ability to learn through inquiry and to arrive at conclusions based on experiment and experience. Extra-curricular activities and links with cultural and social contexts help to develop the relevance of mathematics and a love for learning the subject.

In their journey through MYP Mathematics, students study 3 units per year with assessment undertaken in the form of tests and project work which assess the following four criteria:

- Criteria A: Knowledge & Understanding
- Criteria B: Investigating Patterns
- Criteria C: Communicating
- Criteria D: Application to real life contexts

Embedded within each unit are links to key and related concepts, global contexts, approaches to learning (ATL) skills and British values. Currently, in grades 6 to 8 (MYP 1-3), students will study the following units:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>World of Numbers</td>
<td>Budgeting</td>
<td>Food &amp; Health</td>
</tr>
<tr>
<td>7</td>
<td>Golden Ratio</td>
<td>Investment</td>
<td>Agriculture</td>
</tr>
<tr>
<td>8</td>
<td>Maths in Space</td>
<td>ICT &amp; Geometry</td>
<td>Olympics</td>
</tr>
</tbody>
</table>

As for grades 9 and 10 (MYP 4-5), students follow the Standard course based on the Oxford MYP Mathematics textbook, with some exceptional students being offered Extended Mathematics as well. The focus and drive of these two years is to prepare students for their online e-assessments and for entry into the IB Diploma programme.
MYP Arts

Arts have contributed to all cultures and societies throughout time. Experience in a wide range of visual art activities adds a creative and cultural dimension to student development that will benefit them for the rest of their lives. While traditional practices in the arts (for example, painting, sculpture, ceramics and architecture) have historically provided cultural records, contemporary practice and access to technology have given the tools of visual art a very broad palette. Digital technology, time-based art, installation and performance, to name but a few, add to traditional practice and bring an extra dimension and meaning to the students’ experience in the visual art. The process of making ideas a reality using the skills and practices of visual art is an integral part of the substance of the MYP arts curriculum. The Arts also provide a balanced, consecutive experience in both disciplines of Visual Arts and Drama.

Our Aims are:

- Understand how the arts play a role in developing and expressing personal and cultural identities
- Appreciate how the arts innovate and communicate across time and culture
- Become informed and reflective practitioners of the arts
- Experience the process of making art in a variety of situations
- Explore, express and communicate ideas
- Develop skills using various media, techniques and processes
- Become more effective learners, inquirers and thinkers
- Develop self-confidence and self-awareness through art experiences
- Appreciate lifelong learning in and enjoyment of the arts

Through the study of theorists and practitioners of the arts, students discover the aesthetics of art forms and are able to analyse and communicate in specialized language.

The acquisition and development of skills provide the opportunity for active participation in the art form and in the process of creating art. The arts motivate students to develop curiosity and purposefully explore and challenge boundaries. Thinking creatively encourages students to explore the unfamiliar and experiment in innovative ways to develop their artistic intentions, their processes and their work.

Through reflecting on their artistic intention and the impact of their work on an audience and on themselves, students become more aware of their own artistic development and the role that arts play in their lives and in the world.
The aims and objectives of the PE Department relate directly to those of The King Fahad Academy as a whole: namely that we endeavour to provide an educational experience that helps all students realise their full potential and become well-balanced, productive citizens who appreciate the multicultural world in which we live. We employ our skills and expertise to nurture our students holistically, in terms of their intellectual, emotional, physical, social and spiritual development through a challenging and balanced curriculum.

In order to do this we aim to:

1. Stimulate and maintain pupil interest and enjoyment in PHE and to promote health and fitness for current and future lifestyles.
2. Enable students to be familiar with a body of knowledge, principles and vocabulary to relate to PHE.
   a. To enable students to see PE as:
      i. A major feature in our lives, related to employment, leisure and culture.
      ii. Part of a wider body of knowledge and skills, eg interpersonal and problem-solving skills.
   b. To enable students to:
      i. Understand and use safe practice and to appreciate its importance in Physical Education.
      ii. Understand the short and long term effects of exercise on the body.
      iii. Understand the role of exercise in a fit and healthy lifestyle.
3. Enable students to develop a range of desirable personal qualities such as safety, awareness, politeness, perseverance, concern for others, initiative and independence. The establishment of self-esteem through the development of physical confidence is a major aim for the Physical Education department.
4. Enable students to work independently and as part of a group or team in varied activities so as Physical Education contributes to the development of core skills such as communication by speech.
5. Employ teaching methods and resources that will allow all students to have equal access to Physical Education and to experience success and enjoyment in their Physical Education work.
6. Develop awareness in students of the implications of sport and physical activity (past and present) for the individual and local, national and international communities.
7. Allow students to develop informed opinions and be able to support them in reasonable argument.
Objectives

These objectives relate directly to the aims for PE at The King Fahad Academy and are intended to show how the aims are put into practice. Example interim objectives for years 1 and 3 of the MYP appear in the tables that follow. They have been developed in order to:

- promote articulation between the MYP and the Primary Years Programme (PYP)
- support individual schools in developing a coherent curriculum across the five years of the programme (or however many years a school is authorized to offer)
- emphasize the need to introduce students to the required knowledge, understanding, skills and attitudes from the first year of the programme
- provide examples of possible learning activities and assessment tasks that will allow students to work towards meeting the final objectives for year 3
- support schools that are authorized to offer the first three years of the MYP in designing appropriate assessment tasks for the end of the third year. Unlike the objectives for year 5, the interim objectives for years 1 and 3 are not prescribed, although the IB recommends that all schools use them.
MYP Design

Design at the KFA is about balance between experience and learning and ensuring that the change in the desired direction is a result of the learning experience.

We aim to encourage our students to develop knowledge and understanding, to acquire the skills to enable them to design and create solutions to problems and to use technology as a means to model and communicate information and solutions with reference to the MYP design cycle.

We encourage our students to be honest; to engage in dialogue and to respect other viewpoints and to act with integrity in their engagement with peers and people, to work collaboratively within a group.

We nurture our students to appreciate the immediate and wider impact of design and product solutions in everyday life and in changing social and environmental contexts.

As digital and product designers, we anticipate our young designers to approach design issues in numerous ways within the umbrella of the design process: inquiring and analysing; developing ideas; creating the solution; and evaluating. In product design, we anticipate our students to develop a variety of practical skills including: marking and cutting accurately; measuring and estimating; wasting, shaping and finishing, in addition to joining, combining and assembling. Similarly, in digital design, students should develop the following practical skills: generating original digital material; programming software; manipulating and combining images, texts, videos and audio; and converting solutions to different formats.

Thus design is at the centre of the development of new technologies and the attendant changes in society with a direct influence in our communication, problem solving and every facet of our daily lives.

Design: a brief overview

Digital design:
- Web design
- Digital communication design
- Digital game design
- Digital interface design

Product design:
- Industrial design
- Electronic system product design
Community Service at the KFA

At the King Fahad Academy, the Community and Service programme is carefully designed around a model that holds the students as central, whilst still allowing the students to positively influence their school, as well as the local and global community.

At the King Fahad Academy, students are encouraged to contribute into many areas of the community through various assignments and activities across all MYP subjects. These assignments are both curricular and extracurricular in nature. Students are encouraged to engage themselves with their community both individually and in groups and in their own time by helping and contributing to the community in a positive manner.

MYP Community and Service expectations in grades 6 through to 10

The goals of the MYP Community and Service programme are as follows:
- Guide students on how to be reliable, how to focus on genuine needs, how to be organised and efficient, as well as improve their time management abilities.
- Improve the students communication skills, both with each other and with the community.
- Increase the student’s sense of responsibility and accountability for their own decisions and actions.
- Give students the awareness that they have the capacity to make a positive difference to their community.
- Increase their understanding of the Area of Interaction concept of the community and service.
- Challenge the students physically, mentally and psychologically.
- Give the students real world learning opportunities that are not centred within the classroom, whilst providing chances of recognition and success in these real life situations.
- Provide a solid foundation for the IB Diploma CAS (Creativity, Action and Service) requirement.

Mrs Hanan Tawfiq
Community Service Leader
**Personal Project at the KFA**

Our **Mission, Vision and Philosophy** at the KFA is a culmination of a bilingual international education with an Islamic ethos, reflecting an exemplary professional learning community, and offering a holistic approach through the Middle Years Programme. At the KFA we have chosen to offer the students the opportunity to engage in the **Personal Project** at MYP year 5.

The **Personal Project** encourages students to practice and strengthen their approaches to learning (ATL) skills, to consolidate prior and subject-specific learning, and to develop an area of personal interest. The personal project provides an excellent opportunity for students to produce a truly personal and often creative product/outcome and to demonstrate a consolidation of their learning in the MYP. The project offers many opportunities for differentiation of learning and expression according to students’ individual needs. The personal nature of the project is important; the project should revolve around a challenge that motivates and interests the individual student. Each student develops a personal project independently.

MYP projects are student-centred and age-appropriate, and they enable students to engage in practical explorations through a cycle of inquiry, action and reflection. MYP projects help students to develop the attributes of the IB learner profile; provide students with an essential opportunity to demonstrate ATL skills developed through the MYP; and foster the development of independent, lifelong learners.

Ms Athya Ansari  
[Personal Project Leader]
Support, Counselling and Career

Student Counsellor:

- Supports general well-being of students
- Offers one-to-one and group counselling sessions
- Provides workshops where necessary to enhance student wellbeing, for example Stress Management
- Delivers self-development workshops in line with supporting the development of ATL skills.

Counselling Support:

We have a system in place for talking to students in groups during tutorial by form tutors or individually via the appointed tutor-mentors. If necessary, students are encouraged to speak with the upper school counsellor during drop-in times (break and lunch times) or by making an appointment for further discussions. The essence of these approaches is to understand how students have settled, how they are coping and progressing, and how well their studies are meeting their expectations and future plans. Also considered under counselling is the quality of teaching and feedback on progress and clear advice on the way forward. We are confident that the structure we have in place will ensure that every student receives pastoral support specific to their needs. We expect the support team to be able to listen, recognise and respond actively to any issues or matters arising, for the safety and wellbeing of the students.
Academic Honesty

Academic Honesty is at the centre of teaching and learning across all IB Programmes. The KFA expects all students to be principled in relation to intellectual property. The emphasis is to impress in all students the importance of acting with integrity and honesty in their studies and throughout their lives. Students learn to respect the intellectual property of others and develop research and referencing skills that ensure all research is genuine and authentic.
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Bibliography

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