



Planète Montessori
INTERNATIONAL SCHOOL

DATE	REVIEWED BY/ROLE	NEXT REVIEW DATE
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This policy was published in February 2024 and applies until June 2026.

Our Guiding Principles

IB Mission

The International Baccalaureate® aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more respectful world through intercultural understanding and respect. To this end, the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage learners worldwide to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

PMIS Mission

Mission: Our mission is to foster excellence through the development of critical thinking and creativity. We aim to build resilience and character, promote responsible and comprehensive citizenship, encourage lifelong learning, and train people to become sensitive to an international reality. We commit to offering a stimulating and high-quality international education, which we consider important for our learners.

Vision: Planete Montessori International School believes in the potential of every child. We believe that every child who walks through the doors of our school comes out as a global citizen, confident, independent and socially responsible.

At Planete Montessori International School (PMIS), our mission is to foster excellence through the development of critical thinking and creativity. We aim to build resilience and character, promote responsible and comprehensive citizenship, encourage lifelong learning, and train people to become sensitive to an international reality. We commit to offering a stimulating and high-quality international education, which we consider important for our learners.

PMIS Values and Beliefs

PMIS learners are...

Skilled Communicators:

We believe in nurturing articulate individuals who can express themselves effectively, listen attentively, and engage in meaningful dialogue.

Our learners develop proficiency in various forms of communication, including verbal, written, and digital mediums, to convey their ideas with clarity and confidence.

Through collaborative projects and diverse interactions, we instil the importance of empathy and cultural sensitivity in our learners' communication skills.

Innovators:

At PMIS, we foster a culture of creativity and innovation, empowering learners to think outside the box and explore unconventional solutions to real-world problems.

Our curriculum integrates opportunities for experimentation, risk-taking, and critical thinking, nurturing the entrepreneurial spirit within each learner.

We inspire our learners to embrace challenges as opportunities for growth, cultivating a mindset of

resilience and adaptability essential for innovation.

Achievers:

PMIS champions a growth mindset where learners are encouraged to set ambitious goals, persevere through setbacks, and celebrate their achievements.

We provide a supportive learning environment where learners are challenged to push their boundaries, excel academically, and develop a strong work ethic.

Our holistic approach to education emphasises the development of not only intellectual abilities but also emotional intelligence and personal resilience, enabling learners to thrive academically and beyond.

Successful Global Citizens:

PMIS instills in learners a deep appreciation for cultural diversity, fostering empathy, tolerance, and a sense of responsibility towards global issues.

We cultivate a global perspective by encouraging learners to engage with different cultures, languages, and perspectives, preparing them to navigate and contribute positively to an interconnected world.

Our learners graduate as empowered global citizens equipped with the knowledge, skills, and values to address complex global challenges collaboratively and ethically.

Assessment Policy

At PMIS our commitment is to develop reflective learners and teachers who take responsibility for their learning and be an assessment-capable learning community.

1. Our Approach to Assessment

- Assessment plays a pivotal role in the International Baccalaureate's objective of conscientiously guiding learners through the five fundamental facets of learning: comprehension of concepts, acquisition of knowledge, mastery of skills, development of attitudes, and commitment to responsible action constituting the process of learner learning.
- We possess a deep comprehension of the rationale behind assessments, the subjects under assessment, the criteria for achievement, and the methodologies employed in assessment.
- We prioritise the development of authentic, learner-centred assessments that foster learner agency and motivation.

2. Assessment Rights, Roles, and Responsibilities:

The educational community at PMIS embraces shared roles and varying levels of responsibility concerning assessment practices. Both the PYP and MYP programmes are guided by assessment principles outlined in the IB approaches to teaching. Although assessment methods may vary between programmes, they are consistently diverse and purposeful. Generally, the following roles are considered appropriate:

The Learner

- Understands the purpose, content, success criteria, and evaluation methods of assessments.
- Is informed about their learning objectives and success criteria.
- Engages in constructive feedback exchange to reflect and act on assessment insights for enhanced learning outcomes.
- Adopts a growth mindset towards assessments.
- Receives assessments in conducive physical environments.
- Demonstrates academic integrity through principled conduct.
- Is entitled to assessments tailored to individual learning profiles, cultural, and linguistic backgrounds.

The Family

- Engages in activities to grasp the school's assessment policies and reporting tools, including online platforms and conferences.
- Understands effective feedback methodologies to encourage and support their child's growth.
- Utilises the programme's reporting tools to track learners' academic and social progress.
- Encourages a growth mindset approach to assessments.

Connections to the other IB Policies**Assessment and Language**

At PMIS, the assessment of language learning is an ongoing process throughout the school year using formative and summative assessments and informal situations (e.g., learning experiences and inquiry). All four skill areas (reading, writing, listening, speaking), including the use of grammatical structures, are regularly assessed using level indicators of the learner's language phase assessment objectives. A range of formative and summative assessment measures are used. The ESL Programme is subject to the PMIS Assessment Policy and the grading scheme used in report cards.

Assessment and Admissions*English Placement/Admissions test*

Learners applying for admission to PYP and MYP must take an English placement/admissions test before entry. The English screening test will be in place starting September 2024 and will be used as a language placement test to ensure accurate language or phase placement and admission to the school. Learner admission and placement are based on academic records, language background information, and the Home Language Survey [also in place September 2024].

The Academic Leadership Team <subject teachers, coordinators, and the Academic Director> will determine the specific placement tests for each level. PYP and MYP learners performing severely below year-level expectations, and unable to access regular English pathways, may be asked to join the ESL Support Programme.

Monitoring and Measuring Learning at PMIS

Assessment Methods

All assessment and the recording of methods is based upon the IB philosophy on assessment. PMIS uses different types of assessments to support learners' learning process:

- **Pre-Assessment:** Assessments used to determine existing knowledge and experiences
- **Self-Assessment:** Tasks in which learners actively reflect on their performance on assignments
- **Peer and Group Assessment:** Tasks in which learners actively evaluate each other's learning by providing feedback
- **Formative Assessment:** Assessments that are woven into the daily learning process. Formative assessment provides teachers and learners with information about how learning is developing. It raises learner awareness and helps them reflect on their learning. It guides the teacher when planning the next stage of learning.
- **Summative Assessment:** Occurs at the end of a teaching and learning cycle. Learners are allowed to demonstrate what they have learned by applying their knowledge in a range of contexts and formats.

Documenting and Reporting Learner Assessment

Learners and teachers make agreements on keeping records of assessments to document learner academic performance, learning goals, questions, reflection, and evidence of learning using various formats, such as

- **Digital Portfolio:** The purpose of a learner portfolio is to help learners reflect on their learning, to show growth over time, and to show the development of the whole child both inside and outside of the Programme of Inquiry in all subject areas. The portfolio is learner-driven and allows all those involved in the learning process to see a true picture of the child. IT may also serve to help the teacher reflect, assess, and teach.
- **Online Data Management Systems:** Systems, such as ManageBac is used to record and manage learner assessment data
- **Co-Creating Learning Goals with Learners:** The purpose is to implement learner agency and help learners see that they take ownership of their learning. Learners should develop skills in monitoring and adjusting their own goals. Working toward goals they have set themselves is more purposeful and meaningful. Learners are usually more motivated to self-regulate their learning. Learners co-create learning goals throughout the school year and record them in their digital portfolios.
- **Learning Journals:** The purpose of learning journals is to record reflections and feedback on learner learning.
- **Conferences:** Learners' learning goals are presented during 3-way Conferences in October 2023, where yearly goals are discussed, in January 2024, where academic growth is discussed, and in June 2024. Learners celebrate their learning growth through performance and goals. Using their portfolios, learners share about their learning journey and personal growth.
- **PYP Exhibition:** Learners engage in an in-depth, collaborative inquiry. They synthesise and apply their learning of previous years and reflect upon their journey through PYP 6. The purpose of the exhibition is to unite the learners, teachers, parents/carers, and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP.

a. PYP Assessment Criteria

This is the PYP assessment criteria used for developmental stages and recorded on Report Cards.

Level	Description
(A) Acquired:	Mastery and understanding of the concept (85-100%)
(S) Strongly	Strongly developing the understanding of the concept (70-85%)
(D) Developing	The concept was introduced and the child is developing his/her understanding (55-70%)
(P) Presented	The child received the presentation but needs to practice more (50%)
(NA):Non Applicable	The child has not received the lesson.

b. MYP Assessment Criteria

MYP subject teachers must follow Assessment criteria as prescribed in the respective subject-specific guides for teaching and learning.

Learners' progression of learning must be regularly reported using the prescribed assessment criteria in the subject-specific guides. The criteria strands, their understanding, and ATL skills involved must be taught during teaching and learning. The MYP subject guides provide Assessment criteria for MYP 1, MYP 3, and MYP 5, and their use is mandatory for learning, teaching, and assessment.

The MYP assessment criteria across subject groups can be summarized as follows.

	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	Investigating	Developing	Creating/performing	Evaluating
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
Community project	Investigating	Planning	Taking action	Reflecting
Personal project	Planning	Applying skills	Reflecting	
Interdisciplinary	Evaluating	Synthesizing	Reflecting	

Schools must regularly report student progress towards the MYP objectives using the prescribed subject-group assessment criteria. The criteria for each subject group represent the use of knowledge, understanding and skills that must be taught. They encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. Assessment criteria for years 1, 3 and 5 of the programme are provided in MYP subject-group guides, and their use is mandatory.

In practice, schools often introduce objectives and criteria for MYP years 3 and 5 in the previous year so that students in MYP years 2 and 4 become familiar with, and begin working towards, stated requirements, adapting and interpreting them in ways that are developmentally appropriate.

MYP: From principles into practice, 2014(Updated August 2022)

Assessment criteria to follow for teaching and grading

- All MYP 2 subjects to follow diluted MYP3 criteria to make it age-appropriate
- MYP 3 to follow MYP Year 3 Assessment Criteria
- MYP 4 to follow diluted MYP 5 criteria to make it age-appropriate
- All MYP 5 subjects to follow MYP Year 5 Assessment Criteria

MYP requirement - All MYP Subject groups must assess all strands of all four assessment criteria at least twice in each year of the MYP.

Grade	Boundary guidelines	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10–14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15–18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19–23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24–27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28–32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

Appendix

NWEA MAP Testing

NWEA MAP Testing, or Measures of Academic Progress, serves as a vital tool in educational assessment, providing valuable insights into a learner's instructional level and growth trajectory. This computer-based testing system is integral to gauging learner progress every year, facilitating informed decision-making for educators and parents/carers alike.

The MAP Growth Assessments offer a multifaceted approach to educational evaluation, serving various purposes within education organisations:

Universal Screening: MAP Growth acts as a comprehensive screening tool within the intervention framework, allowing educators to identify areas of academic need early on.

Growth Measurement: By tracking learner growth over time, MAP Growth assessments provide invaluable data to inform instructional strategies and personalise learning experiences.

Differentiation and Personalisation: Tailored to each learner's abilities and learning trajectory through computer adaptive testing, MAP Growth enables educators to differentiate instruction effectively.

Programme and Core Instruction Evaluation: MAP Growth assessments also serve to evaluate the performance of educational programmes and core instruction methods, facilitating data-driven decision-making.

Predictive Analysis: Beyond current performance, MAP Growth assessments offer insights into future performance on summative and college readiness assessments, aiding in educational planning.

MAP Growth assessments utilise computer adaptive testing, dynamically adjusting to individual learner responses. This personalised approach ensures accurate measurement of performance, irrespective of demographic factors or test-taking abilities. The resulting RIT (Rasch Unit) score provides a nuanced understanding of a learner's progress on a continuous learning scale, akin to measuring height with a yardstick.

At Planete Montessori International School, the emphasis on conducting MAP Testing reflects a commitment to data-driven education and learner-centred learning. By leveraging the insights provided by MAP Growth assessments, educators at Planete Montessori can:

Tailor Instruction: MAP Growth data enables educators to tailor instruction to meet the unique needs of each learner, fostering a more inclusive and effective learning environment.

Monitor Progress: Regular administration of MAP Growth assessments allows educators to monitor learner progress over time, identifying areas of growth and areas requiring additional support.

Inform Curriculum Development: Insights gleaned from MAP Growth assessments inform curriculum development efforts, ensuring alignment with learner needs and learning objectives.

Facilitate Parent/Carer Engagement: MAP Growth reports serve as a valuable tool for engaging

parents/carers in their child's education, providing clear insights into academic progress and areas for development.

In essence, MAP Testing at Planete Montessori International School serves as a cornerstone of the school's commitment to academic excellence, personalised learning, and continuous improvement. By harnessing the power of data-driven insights, educators can better support learner growth and development, ultimately preparing them for success in an ever-evolving world.

What?

- Adaptive test unique to each child
- Tests for Mathematics, Science, Language, and Reading
- Testing accommodations available
- Tests a child's overall knowledge
- Unrestrained time limit

When?

- Fall and Spring testing
- Optional Winter testing to track progress

Who?

- 9-12-year-olds
- 12-15-year-olds

Subjects?

- English
- Math
- Sciences

Before the Test

- Good night's rest
- Breakfast/snack
- Low-stress environment
- Tests have no negative impact on academics

After the Test

- Personalised learner progress charts
- Predictions for learner's future growth
- Target areas identified for improvement
- Target areas identified of high achievement
- Outcomes accepted worldwide



https://connection.nwea.org/s/article/What-is-the-RIT-scale?language=en_US

<https://teach.mapnwea.org/impl/maphelp/Content/Data/OverviewReports.htm#Step3>

<https://teach.mapnwea.org/impl/maphelp/Content/Data/OverviewReports.htm>

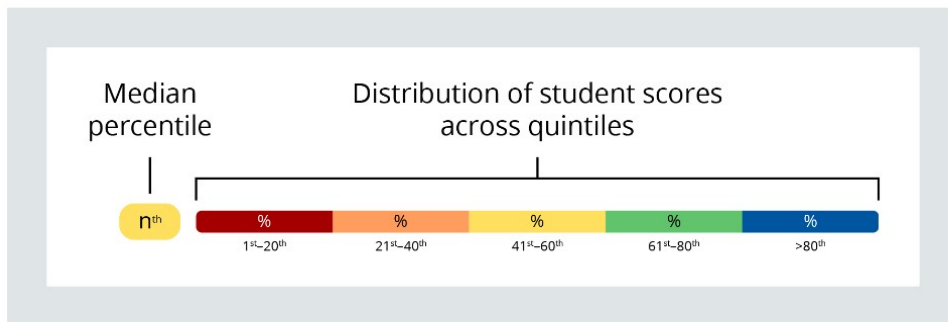
https://teach.mapnwea.org/impl/QRM2_MAP_Reports_Summary_QuickRef.pdf

https://teach.mapnwea.org/impl/PGM2_MAP_Reports_Reference.pdf

Kindly find the details in the above-shared links above.

Median and distribution data on the Growth and Achievement tab

For a visual explanation of how the data is arranged, consider the diagram below.



Visualization with median percentile and distribution labeled

Table 5. Data and explanations for growth and achievement medians and distributions

Data Point	Explanation
Growth	Growth is an inference about how student performance changes across two test events. You can use growth percentiles to understand how changes in student scores compare to changes in other US student scores.
Achievement Comparisons	Student performance at two different test events. You can use achievement comparisons to understand how a group of student scores has changed across two test events.
Percentile	Norm-based information about where a student’s observed score falls within the range of scores produced by other same-grade US students.
Median Percentile	The middle percentile when a group of percentiles are ordered from lowest to highest.
Distribution	A representation of the range of scores for a group of students, indicating the number and/or percentages of scores within five percentile levels, or quintiles.
Quintiles	Five percentile levels based on NWEA normative data: 1 st -20 th (red), 21 st -40 th (orange), 41 st -60 th (yellow), 61 st -80 th (green), and greater than 80 th (blue).
Number of Students	The number of students rostered in the selected Term Rostered field with a valid growth measure in both of the selected Term Tested fields. For more details about growth measures, explore Invalid Tests and Growth Criteria .

At Planete Montessori International School, we prioritise each child's academic journey, ensuring that they receive the support and guidance they need to thrive. As part of our commitment to their success, we implement the NWEA MAP Growth assessment to monitor their progress and tailor our educational approach accordingly.

At Planete Montessori International School how we support learners before and after the NWEA MAP Growth assessment, categorising our plans based on their performance:

Below Average Scorers:

In instances where learners may score below the average, our proactive approach will swing into action. We'll promptly initiate targeted interventions, offering personalised tutoring sessions, additional classroom support, and specialised learning programmes. Our dedicated team of educators will work closely with these learners, providing the necessary resources and guidance to propel them toward success.

Average Scorers:

For learners projected to score within the average range, our future plans entail comprehensive support mechanisms. We'll provide enriched learning opportunities, differentiated instruction, and engaging activities to stimulate their intellectual growth. Through ongoing assessment and feedback, we'll identify areas for improvement and offer tailored guidance to foster continuous progress.

Above-Average Scorers:

Recognising the unique talents of above-average scorers, our future initiatives will focus on advanced enrichment programmes and challenging academic opportunities. These learners will be encouraged to explore their interests, pursue independent projects, and participate in enrichment activities both within and outside the classroom. Our aim is to nurture their exceptional abilities and inspire a lifelong passion for learning.

Dr. Anees and Ms. Soukaina are supervising/administrating the whole programme at Planete Montessori International School.

Homework Policy at Planete Montessori International School

Proposed Homework Policy

Purpose of Homework

At PMIS, we see homework as any work or activity that learners are asked to do outside lesson time, either on their own or with their parents/carers. Homework should be a pleasant experience and, in general, should be used to reinforce work done in school. This allows learners to practice and reinforce what is learned at school. In addition, parents/carers have an opportunity to discuss schoolwork with their children. As in all areas of school life, parents/carers and school must be clear about what is to be achieved and are mutually supportive. We see homework as part of the wider home-school partnership between parents/carers and school.

Goals

Our goals are:

- to encourage and enhance the learning and work ethic of our learners
- to provide opportunities for parents/carers and children to work together to enjoy learning experiences
- to develop an effective, home-school partnership in children's learning
- to ensure consistency of approach throughout the school
- to encourage a sense of responsibility in the children and help them develop the confidence and self-discipline needed to study on their own and prepare them for success in the progression of their learning journey through PYP, MYP, DP, and college.

The Nature of Homework

- homework will be appropriate to the age and ability of learners
- homework tasks will be varied and structured. Teachers will monitor homework and explain the purposes of tasks
- as part of the learning process, homework is designed in a way that closely aligns with the curriculum and lesson planning
- homework is designed in a reasonable amount to help learners practice and review their daily learning

Time Allocation

Year 1

- 10 minutes – Parents/carers read aloud to learners (English and/or French)
As learner progress in their reading, they can read aloud to parents/carers
- Choice Board – list of activities derived from the curriculum objectives
 - Semester 1 – not required
 - Semester 2 – required

Year 2-Year 7

Every weekend they receive their homework as per their subjects, for example Language, Math, Social Sciences and Sciences.

MYP 2, 3, 4

They received their schedule for their daily homework. Below, find the schedule where their homework per day are found. MYP pupils receive homework for one hour a day.

IB MYP 2 HOMEWORK Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
PHE	I&S	Prepare for play	French	IT
English	Math	Prepare for seminar	Arabic	Integrated Sciences

IB MYP 3 HOMEWORK Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
PHE	French	Prepare for play	Arabic	IT
Economics	I&S	Prepare for seminar	Math	Integrated Sciences
				English

IB MYP 4 HOMEWORK Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
PHE	Physics	French	Arabic	Math
Economics	English	Chemistry	Biology	Geography
History	IT	Prepare for play		
		Prepare for seminar		

The role of the teachers

- Ensures homework is recorded in the learner folder
- Ensures that assigned homework reinforces concepts and skills taught in class
- Ensures that feedback will be given promptly

Role of the Parent/Carer

- Assists learners in planning time wisely to complete assigned homework
- Checks for homework assignments in learner agenda
- Helps learners choose a quiet place and time to complete homework
- Supports, clarifies, and motivates, but does not complete learners' homework
- Talks with the teacher if the assignments are too difficult or time consuming. Learning rates vary so it is difficult to articulate an exact amount of time that should be spent on homework each evening

Expectations for Learners

- Record homework in learner Folders
- Consult your teacher in time regarding questions and assignments
- Complete assigned homework and return it on the date it is due

Consequences if learners fail to complete homework

For those pupils who have not completed the homework, time is taken away in their recess to allow them time to complete it. Said pupils and their parents/carers will be informed via ManageBac.

Feedback for learners, parents/carers, and teachers

When homework tasks are done with adults, children receive immediate feedback. When homework is done on their own, children will receive feedback through class discussions, tests, and/or individual comments by the teacher. We believe it is important that children's efforts and achievements are recognised generally within the school to maintain motivation.

Success Criteria

The success of this policy will be measured against:

- Learners' progress and their attitude to learning
- Greater parent/carer involvement in learners' learning

PMIS Assessment Policy Committee

Ms. Soukaina Head of School

Mr. Anees IB MYP Coordinator

Ms. Patricia IB PYP Coordinator

Ms. Zakya Admission & Communication Director

Ms. Darlene (IB MYP English Acquisition and Language and Literature Teacher)

Mr. Rens (I&S Teacher)