



**Lancers<sup>®</sup>**  
**International School**  
An IB World School



Cambridge Assessment  
International Education  
Cambridge International School



# **Middle Year Programme Handbook**

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# WHO ARE WE ?

## Lancers International School's Introduction

### Over 30 Years of History

Lancers International School is a premier school established in the city of Gurgaon. Located in the national capital region of India, the school is based on a commitment to empowering and educating 21st-century learners who are ready to thrive in a globalized and modern world. Here at Lancers, we celebrate not only a tradition of academic excellence but also an authentic learning experience that prepares students to face life's challenges and make a significant contribution to the world.

## LIS VISION

Nature is the best educator. It is universal, absolute and constant. Lancerians will inherit its completeness. They will be humanitarian in their approach, adept at adaptation, innovative and resourceful in times of crisis, and international in their outlook, capable of carving out a home for themselves in any global context.

## LIS MISSION

Our mission is to provide an environment that fosters lifelong learning in all Lancerians, cultivating responsible, disciplined, and ethical young men and women. Lancerians are understanding and tolerant towards people of all races and cultures.

## LIS OBJECTIVES

1. To develop healthy, sensible, well-rounded and complete human beings through academic, aesthetic and athletic activities.
2. To foster a social climate in the school that promotes international understanding among those represented within the school community.
3. To develop through community service, respect for the environment, and concern for society.
4. To build self-esteem and leadership qualities.
5. To uphold an uncompromising commitment towards excellence.
6. To provide a safe and nurturing community where diversity is celebrated and mutual respect among children and adults is practised.
7. To create an environment where children are exposed to challenging, educational opportunities.
8. To create a platform where teachers, parents and children evolve together to create a new social awakening.

## **Celebrating Achievement: Award-Winning Campus and Recognitions**

Lancers International School has been ranked No. 1 in Delhi NCR for 2024-2025, India's No. 2, and the School of the Year 2023. This table lists the top IB schools in the world based on their academic success in terms of average points in the IB Diploma Programme. Lancers International School, Gurugram, achieved a 100% pass rate with an overall average of 39 out of a total of 45 points.

We are proud to share that our Grade 10 students at LIS achieved the highest average IB MYP score in North India for the academic year 2024–2025. The maximum possible score for the MYP certificate is 56, with each required eAssessment graded on a scale of 1 to 7. Our students achieved an outstanding score of 54, with an average of 45.32, significantly surpassing the world average of 37.52. This remarkable achievement reflects the strength of our MYP implementation and the commitment of our learners. Notably, our students excelled in the IB Personal Project, earning an average score of 6.67 compared to the worldwide average of 4.23, approaching the highest possible score of 7. They also performed strongly in the Interdisciplinary Learning, with an average score of 5.77, again exceeding the global average of 4.78. These results reflect the hard work, dedication, and inquiry-driven mindset of our learners, supported by a committed team of educators and the entire LIS community.

Lancers International School takes immense pride in its achievements and recognitions. Our campus has been honoured with the prestigious Campus Architecture and Design award from Education World Magazine in both 2016 and 2021, showcasing our commitment to providing a visually appealing and functional learning environment. Furthermore, we were awarded the title of Top International School in Haryana for Individual Attention to Students by the North School Merit Awards in 2018. These accolades reflect our dedication to providing a nurturing and supportive educational experience for our students. At Lancers, we celebrate the achievements of our school community and continue to strive for excellence in all aspects of education.

# Message from the MYP Coordinator

## Embracing Excellence at Lancers International School

**Dear Parents and Students,**

I extend a warm welcome to the MYP handbook for Lancers International School. As the MYP Coordinator, I feel privileged to be part of a school community that values holistic education and is committed to nurturing the growth and development of our students.

The MYP handbook serves as a comprehensive guide, offering essential information about the MYP curriculum, assessment practices, and the eight subject groups that form the core of our educational framework. It empowers parents and students with the knowledge needed to actively engage in the learning journey and make informed decisions about their education.

At Lancers International School, we consider ourselves fortunate to have dedicated parents and students who are committed to academic excellence and personal growth. The MYP promotes a collaborative partnership among the school, parents, and students, fostering a nurturing environment that encourages curiosity, critical thinking, and a passion for lifelong learning.

As you explore the MYP handbook, I encourage you to embrace the values of our mission and vision, as well as the IB philosophy and its associated principles. These qualities lie at the heart of the MYP, guiding our students' academic and personal development.

On behalf of the MYP team, I express my sincere gratitude for choosing Lancers International School as your educational partner. We look forward to embarking on this journey together, creating an enriching and transformative MYP experience for each student. Welcome to a world of endless possibilities!

Warm regards,

Dr. Hannaneh Hajiaghababa  
MYP Coordinator  
Lancers International School

# IB Middle Years Programme Introduction

## What is the MYP?

The MYP, or Middle Years Programme, is an internationally recognised educational framework developed by the International Baccalaureate (IB). Designed for students aged 11 to 16, the MYP provides a comprehensive and engaging curriculum that promotes holistic development across multiple domains.

At the core of the MYP is a commitment to nurturing critical thinking skills, intercultural understanding, and global citizenship. Through an inquiry-based approach, students explore subjects in depth and make meaningful connections to real-world issues. The curriculum covers eight subject areas, including Language and Literature, Language Acquisition, Individuals and Societies, Sciences, Mathematics, Arts, Physical and Health Education, and Design.

In addition to academic subjects, the MYP places significant emphasis on developing Approaches to Learning (ATL) skills. These skills, such as research, communication, self-management, and collaboration, empower students to become effective learners and equip them with essential life skills.

Assessment in the MYP is criterion-related, focusing on students' understanding, application of knowledge, and development of skills. It includes a combination of internally and externally assessed tasks, such as projects, examinations, and coursework, allowing students to demonstrate their learning in various ways.

Beyond academics, the MYP is designed to foster personal and social development. It promotes the growth of learner profiles, encouraging students to be reflective, principled, caring, open-minded, and balanced individuals. By embracing international-mindedness, the MYP encourages students to appreciate diverse perspectives, cultures, and global issues.

Ultimately, the MYP serves as a valuable foundation for further studies, including the IB Diploma Programme, and prepares students for success in higher education and beyond by nurturing their intellectual growth, skills development, and personal attributes.

## What does the MYP offer?

The MYP aims to develop active learners and internationally minded young people who can empathise with others and pursue lives of purpose and meaning. The programme empowers students to explore a wide range of issues and ideas of significance locally, nationally, and globally. The result is young people who are creative, critical and reflective thinkers.

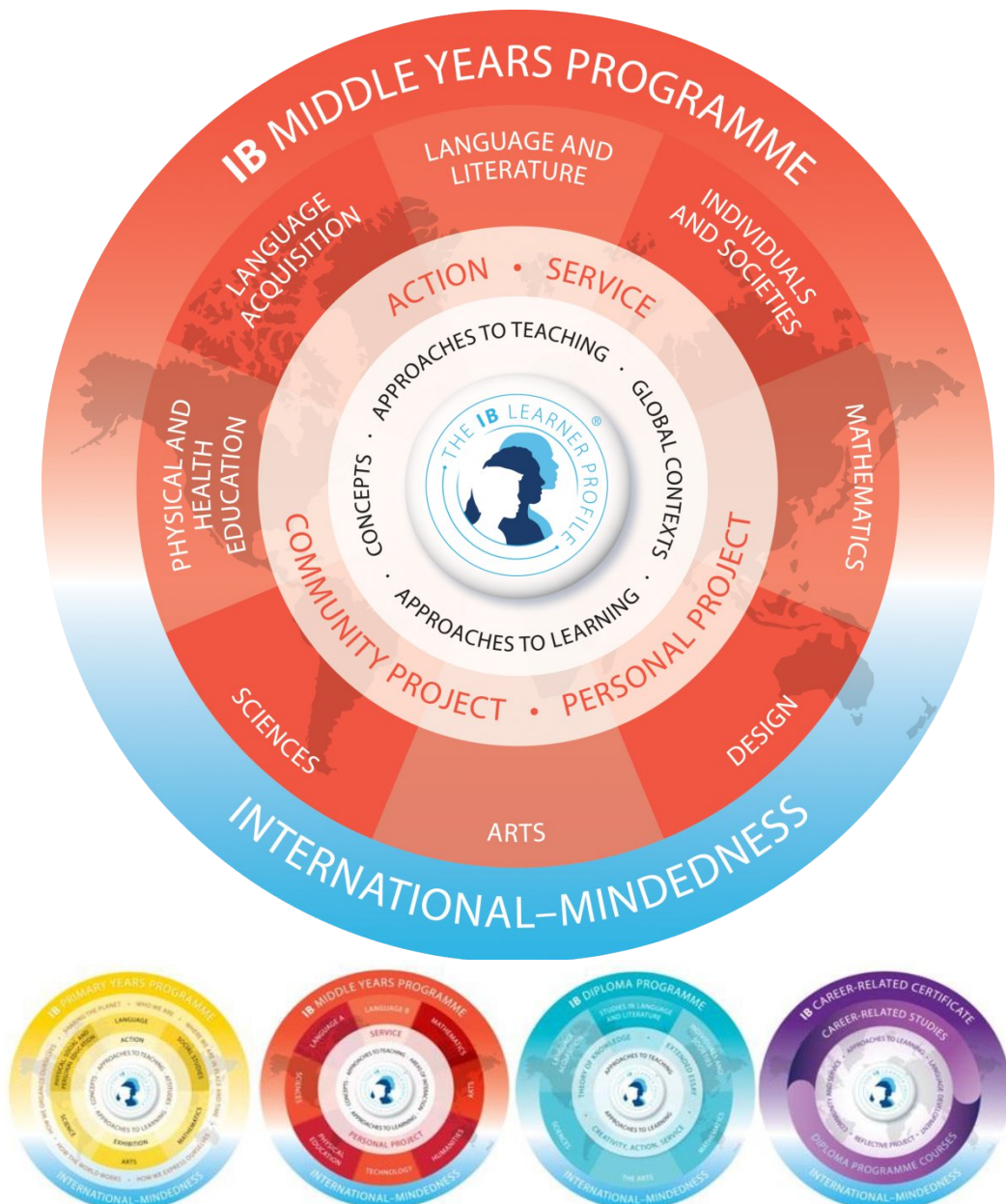
## Research shows that students participating in the MYP:

- Build confidence in managing their learning
- Learn by doing, connecting the classroom to the larger world
- Outperform non-IB students in critical academic skills
- Consistently have greater success in IB Diploma Programme examinations

- Thrive in positive school cultures where they are engaged and motivated to excel
- Develop an understanding of global challenges and a commitment to act as responsible citizens.

## The Middle Year Programme Model

It is important to note that in each of the program models, the learner takes centre stage, with all other philosophies and components strategically positioned to support the learner as the primary focus.







Started in 1997  
for students  
aged 3 to 12



Started in 1994 for  
students aged  
11 - 16



Started in 1968 for  
students aged  
16-18



Started in 2012 for  
students aged  
16 - 18

## IB Learner Profiles (LP) Attributes

The IB learner profile represents ten attributes valued by IB World Schools. These attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities. (IB, 2013)

### Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

### Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

### Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

### Communicators

We express ourselves confidently and creatively in more than one language and many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

### Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

### Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of perspectives, and we remain open to learning from our experiences.

## **Caring**

We show empathy, compassion and respect. We are committed to service, striving to make a positive difference in the lives of others and the world around us.

## **Risk-takers**

We approach uncertainty with forethought and determination, working independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

## **Balanced**

We understand the importance of balancing different aspects of our lives — intellectual, physical, and emotional — to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.

## **Reflective**

We thoughtfully consider the world and our ideas and experiences. We strive to understand our strengths and weaknesses to support our learning and personal development.

# **How do teaching and learning happen in the MYP?**

## **Approaches to Teaching in IB MYP**

Approaches to teaching in the IB MYP refer to the instructional methods and strategies employed by teachers to facilitate practical learning experiences for students. These approaches are designed to promote inquiry-based learning, critical thinking, and the development of essential skills and attitudes. At Lancers International School, following the IB MYP, teachers utilise a variety of approaches, including collaborative learning, differentiated instruction, concept-based teaching, and real-world connections. They encourage students to actively engage with the curriculum, ask meaningful questions, and explore different perspectives. By incorporating these approaches into their teaching practices, IB MYP teachers aim to foster a stimulating and inclusive learning environment that empowers students to become independent, lifelong learners.

In the IB MYP, the approaches to teaching encompass several key elements that guide instructional practices and support student learning. These elements include:

- **Inquiry-Based Learning:** Encouraging students to explore and investigate topics through questioning, research, and critical thinking, promoting a deeper understanding of concepts.
- **Collaborative Learning:** Promoting group work, teamwork, and cooperative learning activities to foster effective communication, collaboration, and the development of social skills.
- **Differentiated Instruction:** Adapting teaching strategies, content, and assessment methods to meet

the diverse needs, learning styles, and abilities of individual students, ensuring inclusive and personalised learning experiences.

- **Concept-Based Teaching:** Emphasising the understanding of key concepts and their connections across different subject areas, promoting interdisciplinary learning and the application of knowledge in real-world contexts.
- **Authentic Assessment:** Employing various assessment strategies, such as projects, presentations, and performance-based assessments, that allow students to demonstrate their understanding and skills in meaningful and authentic ways.
- **Reflective Practice:** Encouraging students to reflect on their learning process, set goals, and evaluate their progress, fostering metacognition and self-directed learning.
- **Technology Integration:** Incorporating technology tools and resources to enhance teaching and learning experiences, promote digital literacy, and provide opportunities for creativity, collaboration, and research.

By integrating these elements into their teaching practices, IB MYP educators create a dynamic and engaging learning environment that supports students' intellectual, social, and emotional growth. In the following pages, we will provide a brief explanation of how these elements of approaches to teaching are implemented at our school. Our commitment to implementing these teaching approaches ensures that our students receive a well-rounded education that prepares them for success in the MYP and beyond.

## **Approaches to Learning (ATL skills)**

Students develop skills that have relevance across the curriculum and that help them “learn how to learn”. One of the fundamental aspects of the MYP is the development of Approaches to Learning (ATL) skills. These skills encompass a wide range of abilities that empower students to become effective learners. Through ATL, students learn how to inquire, think critically, communicate effectively, and manage their learning. They develop skills in research, organisation, self-reflection, and collaboration, which are essential for academic success and personal growth. By explicitly teaching and embedding ATL skills across the curriculum, the MYP aims to equip students with the tools they need to navigate complex challenges, make informed decisions, and become lifelong learners. These skills not only support students in their academic pursuits but also prepare them to thrive in an ever-changing and interconnected world.

A vertical planner of ATL skills has been developed for MYP 1-5 detailing when these skills will be introduced, taught and reinforced by each subject group.

## **Teaching and learning in context, MYP Global Contexts**

Contexts for teaching and learning inspire explorations of our shared humanity and collective responsibility for the planet's guardianship. They invite reflection on what it means to be members of local, national and global communities. The use of international contexts in IB MYP provides a framework for exploring real-world connections and developing a global perspective in students' learning.

## **Identities and relationships**

Who am I? Who are we?

Students will explore identity, beliefs, values, personal, physical, mental, social and spiritual health; human relationships, including families, friends, communities and cultures; what it means to be human.

## **Orientation in space and time**

What is the meaning of “when” and “where”?

Students will explore personal histories, homes, and journeys, as well as the pivotal moments in human history, significant discoveries, explorations, and migrations of humankind. They will also examine the relationships between and the interconnectedness of individuals and civilisations, from personal, local, and global perspectives.

## **Personal and Cultural Expression**

What is the nature and purpose of creative expression?

Students will explore how we discover and express ideas, feelings, nature, culture, beliefs, and values; how we reflect on, extend, and enjoy our creativity; and our appreciation of the aesthetic.

## **Scientific and technical innovation**

How do we understand the worlds in which we live?

Students will explore the natural world and its laws, the interaction between people and the natural world, how humans utilise their understanding of scientific principles, the impact of scientific and technological advances on communities and environments, the effect of environments on human activity, and how humans adapt environments to meet their needs.

## **Globalisation and sustainability**

**How is everything connected?**

Students will explore the interconnectedness of human-made systems and communities, the relationship between local and global processes, and how local experiences mediate the global. They will reflect on the opportunities and tensions presented by global interconnectedness, as well as the impact of decision-making on humanity and the environment.

## **Fairness and development**

**What are the consequences of our common humanity?**

Students will explore rights and responsibilities, the relationships between communities, sharing finite resources with other people and with other living things, access to equal opportunities, and the resolution of peace and conflict.

## Teaching and learning by concept, MYP Key Concepts

The MYP identifies 16 key concepts to be explored across the curriculum. These key concepts, shown in the table below, represent understandings that reach beyond the eighth MYP subject groups from which they are drawn. The use of MYP Key Concepts helps students develop a deeper understanding of disciplinary knowledge by exploring connections, examining different perspectives, and fostering critical thinking skills.

Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global interaction	Identity	Logic
Perspective	Relationships	Time, place and space	System

Teachers use key concepts from their subject group(s)—as well as key concepts from other subject groups—to plan disciplinary and interdisciplinary units of inquiry. Teachers identify one key concept that drives the development of the unit.

These concepts are not only “key” in the sense of being important; they also provide a key— a way into a body of knowledge through structured and sustained inquiry. They place no limits on the breadth of knowledge or the depth of understanding, and therefore provide access to every student, regardless of individual aptitudes and abilities.

Inquiry into MYP key concepts will further develop (and lead to debate on) the meaning of these significant ideas. The following are definitions for the 16 key concepts used for inquiry in the MYP.

- **Aesthetics** deals with the characteristics, creation, meaning and perception of beauty and taste. The study of aesthetics develops skills for the critical appreciation and analysis of art, culture and nature.
- **Change** is a conversion, transformation or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences.
- **Communication** is the exchange or transfer of signals, facts, ideas and symbols. It requires a sender, a message and an intended receiver. Communication involves the activity of conveying information or meaning. Effective communication requires a common “language” (which may be written, spoken or non-verbal).
- **Communities** are groups that exist in proximity defined by space, time or relationship. Communities include, for example, groups of people sharing particular characteristics, beliefs or values, as well as groups of interdependent organisms living together in a specific habitat.
- **Connections** are links, bonds and relationships among people, objects, organisms or ideas.
- **Creativity** is the process of generating novel ideas and considering existing ideas from new perspectives. Creativity encompasses the ability to recognise the value of ideas when developing innovative responses to problems; it may be evident in both the process and the outcomes, products, or solutions.
- **Culture** encompasses a range of learned and shared beliefs, values, interests, attitudes, products,

ways of knowing and patterns of behaviour created by human communities. The concept of culture is dynamic and organic.

- **Development** is the act or process of growth, progress or evolution, sometimes through iterative improvements.
  - **Form** is the shape and underlying structure of an entity or piece of work, including its organisation, essential nature and external appearance.
  - **Global interactions**, as a concept, focus on the connections among individuals and communities, as well as their relationships with both built and natural environments, from a global perspective.
  - **Identity** is the state or fact of being the same. It refers to the particular features that define individuals, groups, things, eras, places, symbols and styles. Identity can be observed, or it can be constructed, asserted and shaped by external and internal influences.
  - **Logic** is a method of reasoning and a system of principles used to build arguments and reach conclusions.
  - **Perspective** is the position from which we observe situations, objects, facts, ideas and opinions. Perspective may be associated with individuals, groups, cultures or disciplines. Different perspectives often lead to multiple representations and interpretations.
  - **Relationships** are the connections and associations between properties, objects, people and ideas—including the human community's connections with the world in which we live. Any change in the relationship brings consequences—some of which may occur on a small scale. In contrast, others may be far-reaching, affecting large networks and systems such as human societies and the planetary ecosystem.
  - The intrinsically linked concept of **time, space and place** refers to the absolute or relative position of people, objects and ideas. Time, place and space focus on how we construct and use our understanding of location (“where” and “when”).
- **Systems** are sets of interacting or interdependent components. Systems provide structure and order in human, natural and built environments. Systems can be static or dynamic, simple or complex.

## Teaching and learning by concept, MYP Related Concepts

Related concepts promote depth of learning and add coherence to the understanding of academic subjects and disciplines. They are grounded in specific subjects and disciplines, and they help explore key concepts in greater detail. Inquiry into related concepts helps students develop more complex and sophisticated conceptual understanding. The use of MYP Related Concepts enables students to make meaningful connections across disciplines and deepen their understanding of key ideas and themes.

Related concepts may arise from the subject matter of a unit or the craft of a subject, its features and processes.

For each unit, teachers identify two or more related concepts that extend learning, lead to deeper understanding, or offer another perspective from which to understand the identified key concept(s).

Related concepts can have different levels of abstraction and disciplinary specificity (Erickson 2008).

Key concepts can function like related concepts. For example, in a unit entitled “Balance in complex organisms requires the effective interaction of systems”, the associated concepts balance and interaction bring disciplinary depth to the key concept of systems—and also deepen understanding of

the subject.

## MYP unit planner and an example

Below, you will see stage one of the unit planner. This gives purpose to the unit by illustrating the use of content as a vehicle to conceptual understanding. The Natural Hazard is simply an example of how the concepts of System and Resources can be explored within the context of Scientific and Technical Innovation.

Teacher(s)	Subject group and discipline	Individuals and Societies
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Unit title	Natural Hazard	MYP year	3	Unit duration (hrs)	20 hours
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Key concept	Related concept(s)	Global context
System	Resources	Scientific& Technical innovation
<b>*Statement of inquiry</b>		
Societies can be affected by various types of hazards and require innovative systems and resources to respond effectively to them.		
<b>Inquiry questions</b>		
Factual- What are the causes and consequences of earthquakes? Conceptual- What are the different ways in which societies can respond to natural disasters? Debatable- Are wealthy countries safer from disaster?		
<b>Approaches to learning (ATL)</b>		
Communication: Exchanging thoughts, messages and information effectively through interaction Social: Collaboration skills Self-management: Organisation skills Research: Information literacy skills Thinking: Critical thinking skills		

## Inquiry: Establishing the purpose of the unit

The Statement of Inquiry is a sentence that synthesises the key concept, related concept, and the global context.

It is designed to engage students in debate and to lead them to consider examples they have experience with. The statement is unpacked through a series of three Inquiry Questions, which direct

the future summative assessments for grading. IB MYP Curriculum

The Middle Years Programme (MYP) encompasses eight subject groups that provide a comprehensive and balanced education for students. Firstly, Language and Literature equips learners with practical communication skills through the exploration of various literary forms. Secondly, Language Acquisition focuses on developing proficiency in an additional language to foster global understanding. Thirdly, Individuals and Societies encourages students to explore historical, social, and cultural aspects, fostering critical thinking and intercultural awareness. Fourthly, Sciences promote inquiry-based learning, enabling students to understand the natural world and engage with scientific processes. Fifthly, Mathematics nurtures logical thinking, problem-solving, and mathematical reasoning skills. Sixthly, the Arts encourage creativity and self-expression through visual arts, music, drama, and dance. Seventhly, Physical and Health Education emphasises physical fitness, teamwork, and healthy lifestyles. Lastly, Design offers students opportunities to innovate, design, and create solutions to real-world problems, fostering creativity and technological literacy. Together, these subject groups in the MYP provide a holistic education that prepares students for success in their future academic and personal endeavours. At LIS, we support holistic education by encouraging students to treat each of the eight subject groups with equal importance:

## **Language and Literature**

### **Aims**

MYP language and literature aim to encourage and enable students to:

- Use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- Develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- Develop critical, creative and personal approaches to studying and analysing literary and nonliterary texts
- Engage with text from different historical periods and a variety of cultures
- Explore and analyse aspects of personal, host and other cultures through literary and non-literary texts
- Explore language through a variety of media and modes
- Develop a lifelong interest in reading
- Apply linguistic and literary concepts and skills in a variety of authentic contexts.

### **Objectives**

The objectives represent some of the essential processes of language: “Processes are what help mediate the construction of new knowledge and understandings and play a vital role in language and communication” (Lanning 2013:19). To meet these objectives, teachers will need to concentrate on each of the macro skills of language: listening, speaking, reading, writing, viewing and presenting. These language modes are highly interactive and interrelated, although in some instances, teachers may wish to address them in discrete learning experiences and separate texts. Subject groups must address all strands of all four objectives at least twice in each year of the MYP. The objectives for years 1, 3 and 5 of the programme are provided and their use is mandatory.



## **A. Analysing**

Through the study of language and literature, students are enabled to deconstruct texts, identifying their essential elements and meaning. Analysing involves demonstrating an understanding of the creator's choices, the relationships between the various components of a text and between texts, and making inferences about how an audience responds to a text (strand I), as well as the creator's purpose for producing the text (strand ii). Students should be able to use the text to support their responses and ideas (strand iii). Literacy and critical literacy are essential lifelong skills; engaging with texts requires students to think critically and demonstrate awareness of, and an ability to reflect on, different perspectives through their interpretations of the text (strand IV).

To reach the aims of studying language and literature, students should be able to:

- Analyse the content, context, language, structure, technique and style of text(s) and the relationships among texts
- Analyse the effects of the creator's choices on an audience
- Justify opinions and ideas, using examples, explanations and terminology
- Evaluate similarities and differences by connecting features across and within genres and texts

## **B. Organizing**

Students should understand and be able to organise their ideas and opinions using a range of appropriate conventions for different forms and purposes of communication. Students should also recognise the importance of maintaining academic honesty by respecting intellectual property rights and accurately referencing all sources.

To reach the aims of studying language and literature, students should be able to:

- i. Employ organisational structures that serve the context and intention
- ii. Organise opinions and ideas in a sustained, coherent and logical manner
- iii. Use referencing and formatting tools to create a presentation style that suits the context and intention.

## **C. Producing text**

Students will produce written and spoken texts, focusing on the creative process itself and on understanding the connection between the creator and their audience. In exploring and appreciating new and changing perspectives and ideas, they will develop the ability to make choices that produce texts that affect both the creator and the audience.

To reach the aims of studying language and literature, students should be able to:

- i. Produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process
- ii. Make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- iii. Select relevant details and examples to develop ideas.

## **D. Using language**

Students have opportunities to develop, organise, and express themselves, and communicate thoughts, ideas, and information. They are required to use accurate and varied language that is appropriate to the context and intention. This objective applies to, and must include, written, oral and visual text, as applicable.

To reach the aims of studying language and literature, students should be able to:

- i. Use appropriate and varied vocabulary, sentence structures and forms of expression
- ii. Write and speak in a register and style that serve the context and intention
- iii. Use correct grammar, syntax and punctuation
- iv. Spell (alphabetic languages), write (character languages) and pronounce with accuracy
- v. Use appropriate non-verbal communication techniques.

# **Individuals and Societies**

## **Aims**

MYP individuals and societies aim to encourage and enable students to:

- appreciate human and environmental commonalities and diversity
- understand the interactions and interdependence of individuals, societies and the environment
- understand how both ecological and human systems operate and evolve
- identify and develop a concern for the well-being of human communities and the natural environment
- act as responsible citizens of local and global communities
- Develop inquiry skills that lead to conceptual understandings of the relationships between individuals, societies, and the environments in which they live. Individuals and societies in the MYP

## **Objectives**

Subject groups must address all strands of all four objectives at least twice in each year of the MYP.

### **A. Knowing and understanding**

Students develop factual and conceptual knowledge about individuals and societies.

To reach the aims of individuals and societies, students should be able to:

- i. Use terminology in context.
- ii. Demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples.

### **B. Investigating**

Students develop systematic research skills and processes associated with disciplines in the humanities and social sciences. Students develop effective strategies for investigating independently and collaboratively with others. To reach the aims of individuals and societies, students should be able to:

- i. Formulate a clear and focused research question and justify its relevance.
- ii. Formulate and follow an action plan to investigate a research question
- iii. Use research methods to collect and record relevant information.
- iv. Evaluate the process and results of the investigation.

## **C. Communicating**

Students develop skills to organise, document and communicate their learning using a variety of media and presentation formats.

To reach the aims of individuals and societies, students should be able to:

- i. Communicate information and ideas using an appropriate style for the audience and purpose ii. structure information and ideas in a way that is appropriate to the specified format
- iii. Document sources of information using a recognised convention.

## **D. Thinking critically**

Students use critical thinking skills to develop and apply their understanding of individuals and societies, as well as the investigative process.

To reach the aims of individuals and societies, students should be able to:

- i. Discuss concepts, issues, models, visual representation and theories
- ii. Synthesise information to make valid arguments
- iii. Analyse and evaluate a range of sources/data in terms of origin and purpose, examining their values and limitations
- iv. Interpret different perspectives and their implications.

# **Mathematics**

## **Aims**

MYP mathematics aims to encourage and enable students to:

- Enjoy mathematics, develop curiosity and begin to appreciate its elegance and power
- Develop an understanding of the principles and nature of mathematics
- Communicate clearly and confidently in a variety of contexts
- Develop logical, critical and creative thinking
- Develop confidence, perseverance, and independence in mathematical thinking and problem solving
- Develop powers of generalisation and abstraction
- Apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future developments
- Appreciate how developments in technology and mathematics have influenced each other
- Appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics
- Appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives
- Understand the contribution of mathematics to other areas of knowledge

- Develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics
- Develop the ability to reflect critically upon their work and the work of others.

## **Objectives**

Subject groups must address all strands of all four objectives at least twice in each year of the MYP. These objectives relate directly to the assessment criteria. Together, these objectives reflect the knowledge, skills, and attitudes that students need to apply mathematics in various contexts (including real-life situations), conduct investigations, and communicate mathematical concepts.

### **A. Knowing and understanding**

Knowledge and understanding are fundamental to studying mathematics and form the base from which to explore concepts and develop skills. This objective requires students to demonstrate knowledge and understanding of the concepts and skills of the four branches in the prescribed framework (numerical and abstract reasoning, thinking with models, spatial reasoning, and reasoning with data). To reach the aims of mathematics, students should be able to:

- Select appropriate mathematics when solving problems in both familiar and unfamiliar situations
- Apply the selected mathematics successfully when solving problems
- Solve problems correctly in both familiar and unfamiliar situations in a variety of contexts.

### **B. Investigating patterns**

Investigating patterns allows students to experience the excitement and satisfaction of mathematical discovery. Working through investigations encourages students to become risk-takers, inquirers and critical thinkers. The ability to inquire is invaluable in the MYP and contributes to lifelong learning.

A task that does not allow students to select a problem-solving technique is too guided and should result in students earning a maximum achievement level of 6 (for years 1 and 2) and a maximum achievement level of 4 (for years 3 and up). However, teachers should provide sufficient direction to ensure that all students can begin the investigation.

For year 3 and up, a student who describes a general rule consistent with incorrect findings will be able to achieve a maximum achievement level of 6, provided that the rule is of an equivalent level of complexity.

To reach the aims of mathematics, students should be able to:

- Select and apply mathematical problem-solving techniques to discover complex patterns
- Describe patterns as general rules consistent with findings
- Prove, verify and justify general rules.

### **C. Communicating**

Mathematics provides a powerful and universal language. Students are expected to use appropriate mathematical language and various forms of representation when communicating mathematical ideas, reasoning, and findings, both orally and in writing.

To reach the aims of mathematics, students should be able to:

- i. Use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations
- ii. Use appropriate forms of mathematical representation to present information
- iii. Move between different forms of mathematical representation
- iv. Communicate complete, coherent and concise mathematical lines of reasoning
- v. Organise information using a logical structure.

## **D. Applying mathematics in real-life contexts**

MYP mathematics encourages students to view mathematics as a tool for solving problems in authentic, real-life contexts. Students are expected to apply theoretical mathematical knowledge to real-world situations and use appropriate problem-solving strategies, draw valid conclusions, and reflect upon their results.

To reach the aims of mathematics, students should be able to:

- i. identify relevant elements of authentic real-life situations
- ii. select appropriate mathematical strategies when solving authentic, real-life situations
- iii. apply the selected mathematical strategies successfully to reach a solution
- iv. justify the degree of accuracy of a solution
- v. justify whether a solution makes sense in the context of the authentic real-life situation.

# **Design**

## **Aims**

MYP design aims to encourage and enable students to:

- Enjoy the design process, develop an appreciation of its elegance and power
- Develop knowledge, understanding and skills from different disciplines to design and create solutions to problems using the design cycle
- Use and apply technology effectively as a means to access, process and communicate information, model and
- Create solutions and solve problems
- Develop an appreciation of the impact of design innovations on life, global society and environments
- Appreciate past, present and emerging design within cultural, political, social, historical and environmental contexts
- Develop respect for others' viewpoints and appreciate alternative solutions to problems
- Act with integrity and honesty, and take responsibility for their actions to develop effective working practices.

## **Objectives**

Subject groups must address all strands of all four objectives at least twice in each year of the MYP.

Together, these objectives reflect the knowledge, skills, and attitudes that students need to engage with and solve complex, real-life problems in both familiar and unfamiliar contexts, representing essential aspects of design methodology.

## **A. Inquiring and Analysing**

Students are presented with a design situation, from which they identify a problem that needs to be solved. They analyse the need for a solution and conduct an inquiry into the nature of the problem.

To reach the aims of design, students should be able to:

- i. Explain and justify the need for a solution to a problem for a specified client/target audience
- ii. Identify and prioritise the primary and secondary research needed to develop a solution to the problem
- iii. Analyse a range of existing products that inspire a solution to the problem
- iv. Develop a detailed design brief which summarises the analysis of relevant research

## **B. Developing ideas**

Students write a detailed specification, which drives the development of a solution. They present the solution. To reach the aims of design, students should be able to:

- i. Develop a design specification which clearly states the success criteria for the design of a solution
- ii. Develop a range of feasible design ideas which can be correctly interpreted by others
- iii. Present the final chosen design and justify its selection
- iv. Develop accurate and detailed planning drawings/diagrams, and outline the requirements for the creation of the selected solution.

## **C. Creating the solution**

Students plan the creation of the chosen solution and follow the plan to create a prototype sufficient for testing and evaluation.

To reach the aims of design, students should be able to:

- i. Construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution
- ii. Demonstrate excellent technical skills when making the solution
- iii. Follow the plan to create the solution, which functions as intended
- iv. Fully justify changes made to the chosen design and plan when making the solution
- v. Present the solution as a whole, either:
  - a. In electronic form, or
  - b. Through photographs of the solution from different angles, showing details.

## **D. Evaluating**

Students design tests to evaluate the solution, carry out those tests and objectively assess their success. Students identify areas where the solution could be improved and explain how their solution will impact the client or target audience.

To reach the aims of design, students should be able to:

- Design detailed and relevant testing methods, which generate data, to measure the success of the

solution

- Critically evaluate the success of the solution against the design specification
- Explain how the solution could be improved
- Explain the impact of the solution on the client/target audience.

## **Arts**

### **Aims**

MYP arts aim to encourage and enable students to:

- Create and present art
- Develop skills specific to the discipline
- Engage in a process of creative exploration and (self-) discovery
- Make purposeful connections between investigation and practice
- Understand the relationship between art and its contexts
- Respond to and reflect on art
- Deepen their understanding of the world.

### **Objectives**

Subject groups must address all strands of all four objectives at least twice in each year of the MYP.

#### **A. Investigating**

Through the study of art movements, genres, and artworks or performances, students develop an understanding and appreciation of the arts. They use and further develop their research skills to draw on a range of sources, understanding that, in the arts, sources are not limited to texts; they can also include audio and video recordings, images and musical notation. All sources used must be referenced by the school's academic integrity policy.

Students use and further develop their information literacy skills to evaluate and select relevant information about the art movement or genre, as well as artworks and performances. While contextual information should be included, the focus of the investigation is the art genre or movement, as well as the artworks and performances, rather than extensive biographical information about the artists. Students learn how to critique the artworks and performances of others and to communicate in subject-specific language or terminology; this will be important for accessing the higher levels in criterion A ii. Using their knowledge and understanding of the role of the arts in context, students inform their work and artistic perspectives.

To reach the aims of the arts, students should be able to:

- i. Investigate a movement or genre in their chosen arts discipline, related to the statement of inquiry
- ii. Critique an artwork or performance from the chosen movement or genre.

#### **B. Developing**

The development of ideas through practical exploration provides an opportunity for active participation in the art form. Practical exploration requires students to acquire and develop skills and techniques, and to experiment with the art form. Evidence of practical exploration cannot be limited to written form; for example, if a student is composing music, evidence should include musical notation and/or audio recordings; if a student is creating a piece of theatre, evidence should consist of script extracts and/or video recordings. To achieve the higher levels in criterion B i, students must evidence extensive and varied practical exploration and refinement of their idea(s). Students use both practical exploration and knowledge and understanding of art and artworks to inform their artistic decisions purposefully.

To achieve the aims of the arts, students should be able to:

- i. Practically explore ideas to inform the development of a final artwork or performance
- ii. Present a clear artistic intention for the final artwork or performance in line with the statement of inquiry.

## **C. Creating/ Performing**

The acquisition and development of skills is evident in both process and outcome. Formative assessment supports students' acquisition and development of skills and techniques in the process stage. The students' command of skills and techniques is demonstrated through the creation or performance of a final artwork that is summatively assessed.

To achieve the aims of the arts, students should be able to:

- i. Create or perform an artwork.

## **D. Evaluating**

MYP arts promote the development and application of reflection and critical thinking skills, enabling students to become reflective practitioners. Through reflecting on their work and themselves, students become more aware of their artistic development and the role that the arts play in their lives and the world. When evaluating their artwork or performance, students should consider elements, techniques and context. The arts process journal should be used throughout the process stage to keep a record of reflections that students can refer to when developing the final reflection. Development as an artist encompasses the refinement of personal skills, including affective and problem-solving skills, alongside the advancement of artistic skills and techniques. Students' reflections should answer the questions: "What have I learned that can be taken forward and applied to other projects?" and "What would I do differently if I did this project again?"

To achieve the aims of the arts, students should be able to:

- i. Appraise their artwork or performance
- II. Reflect on their artistic development.

# **Sciences**

## **Aims**

MYP sciences aim to encourage and enable students to:



- Understand and appreciate science and its implications
- Consider science as a human endeavour 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 collaborate and communicate effectively
- 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.

## Objectives

These objectives reflect the holistic nature of science and the practical work of scientists in the real world. They enable students to engage with all aspects of science, either through individual objectives or connected processes.

### A. Knowing and understanding

Students develop scientific knowledge (facts, ideas, concepts, processes, laws, principles, models and theories) and apply it to solve problems and express scientifically supported judgments.

Assessment of this objective must be done using tests or exams. To reach the highest level, students must make scientifically supported judgments about the validity and/or quality of the information presented to them. Assessment tasks could include questions dealing with “scientific claims” presented in media articles, or the results and conclusions from experiments carried out by others, or any question that challenges students to analyse and examine the information and allows them to outline arguments about its validity and/or quality using their knowledge and understanding of science.

To reach the aims of science, students should be able to:

- Explain scientific knowledge
- Apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
- Analyse and evaluate information to make scientifically supported judgments.

### B. Inquiring and designing

Intellectual and practical skills are developed through designing, analysing and performing scientific investigations. Although the scientific method involves a wide variety of approaches, the MYP emphasises experimental work and scientific inquiry.

When students design a scientific investigation, they should develop a method that allows them to collect sufficient data to answer the problem or question. To enable students to design scientific investigations independently, teachers must provide them with an open-ended problem to investigate. An open-ended problem has several independent variables relevant to the inquiry and sufficient scope to identify both independent and controlled variables. To achieve the highest level for the strand in which students are asked to design a logical, complete, and safe method, the student would include only the relevant information, correctly sequenced.

To reach the aims of science, students should be able to:

- i. Explain a problem or question to be tested by a scientific investigation
- ii. Formulate a testable hypothesis and explain it using scientific reasoning
- iii. Explain how to manipulate the variables, and explain how data will be collected
- iv. Design scientific investigations.

### **C. Processing and evaluating**

Students collect, process and interpret qualitative and/or quantitative data, and explain conclusions that have been appropriately reached. MYP sciences help students develop analytical thinking skills, which they can use to evaluate the method and discuss possible improvements or extensions.

To reach the aims of science, students should be able to:

- i. Present collected and transformed data
- ii. Interpret data and explain results using scientific reasoning
- iii. Evaluate the validity of a hypothesis based on the outcome of the scientific investigation
- iv. Assess the validity of the method
- v. Explain improvements or extensions to the technique.

### **D. Reflecting on the impacts of science**

Students gain a global understanding of science by evaluating the implications of scientific developments and their applications to specific problems or issues. A variety of communication modes will be employed to demonstrate understanding. Students are expected to recognise the importance of documenting the work of others when communicating in science. Students must reflect on the implications of using science, considering one of the following factors: moral, ethical, social, economic, political, cultural, or environmental, as appropriate to the task. The student's chosen factor may be interrelated with other factors.

To reach the aims of science, students should be able to:

- i. Explain how science is applied and used to address a specific problem or issue
- ii. Discuss and evaluate the various implications of the use of science and its application in solving a specific problem or issue
- iii. Apply communication modes effectively
- iv. Document the work of others and sources of information used.

## **Physical and Health Education**

### **Aims**

MYP physical and health education aims to encourage and enable students to:

- Use inquiry to explore physical and health education concepts
- Participate effectively in a variety of contexts
- Understand the value of physical activity, achieve and maintain a healthy lifestyle
- Collaborate and communicate effectively
- Build positive relationships, demonstrate social responsibility, and reflect on their experiences

## **Objectives**

Subject groups must address all strands of all four objectives at least twice in each year of the MYP. Together, these objectives reflect the knowledge, skills, and attitudes that students need to develop an active and healthy life; they represent essential aspects of physical, personal, and social development.

### **A. Knowing and understanding**

Students develop knowledge and understanding of health and physical activity to identify and solve problems related to their health and well-being.

To reach the aims of physical and health education, students should be able to:

- i. Explain physical health education, factual, procedural and conceptual knowledge
- ii. Apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations
- iii. Apply physical and health terminology effectively to communicate understanding.

### **B. Planning for performance**

Students, through inquiry design, analyse, evaluate, and implement a plan to improve their performance in physical and health education.

To reach the aims of physical and health education, students should be able to:

- i. design, explain and justify plans to improve physical performance and health.
- ii. analyse and evaluate the effectiveness of a plan based on the outcome.

### **C. Applying and performing**

Students develop and apply practical skills, techniques, strategies and movement concepts through their participation in a variety of physical activities.

To reach the aims of physical and health education, students should be able to:

- i. Demonstrate and apply a range of skills and techniques effectively
- ii. Demonstrate and apply a range of strategies and movement concepts
- iii. Analyse and apply information to perform effectively.

### **D. Reflecting and improving performance**

Students enhance their personal and social development, set goals, take responsible action and reflect on their performance and the performance of others.

To reach the aims of physical and health education, students should be able to:

- i. Explain and demonstrate strategies that enhance interpersonal skills
- ii. Develop goals and apply strategies to enhance performance
- iii. Analyse and evaluate performance.

# Language Acquisition

## Aims

The aims of all MYP subjects state what a teacher may expect to teach and what a student may expect to experience and learn. These aims suggest how the student's multi-literacy skills, conceptual and intercultural understandings, may be developed through the learning experience.

An overarching aim of teaching and learning languages is to enable students to become critical and competent communicators.

The aims of the teaching and learning of MYP language acquisition are to:

- Gain proficiency in an additional language while supporting the maintenance of their mother tongue and cultural heritage
- Develop a respect for, and understanding of, diverse linguistic and cultural heritages
- Develop the student's communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and a variety of audiences and purposes
- Enable the student to develop multiliteracy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication
- Enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- Enable the student to recognise and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy
- Enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components
- Offer insight into the cultural characteristics of the communities where the language is spoken
- Encourage an awareness and understanding of the perspectives of people from their own and other cultures, leading to involvement and action in their own and other communities
- Foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

## Objectives

In the context of the language acquisition subject-group framework, being multiliterate is defined as being able to understand and use both print-based and digital texts, including spoken, written, and visual forms. Meaning in text is constructed and presented in linguistic mode but also visual, auditory, gestural and spatial mode (Evans et al. 2008a: 2). These various modes must all be understood in combination with each other and are increasingly combined and integrated to construct meaning. The current generation of students is required to incorporate a variety of literacy skills and to have an awareness of increasingly complex and diverse linguistic and cultural contexts in which to communicate and negotiate meaning. Therefore, to be multiliterate not only requires an understanding of spoken, written, and visual texts but also an understanding of the interplay between these various modes in a text. This implies having critical thinking skills to locate, evaluate, and utilise diverse sources of information, both digital and printed, to construct and integrate meaningful representations of a particular issue, topic, or situation.

The objectives of any MYP subject state the specific targets that are set for learning in the subject. They define what the student will be able to accomplish as a result of studying the subject.

MYP language acquisition encompasses the factual, conceptual, procedural and metacognitive dimensions of knowledge. The student's knowledge and understanding will be developed through:

- Learning a language
- Learning through language
- Learning about language (Halliday 1985).

This, in turn, helps students learn how to learn. The cognitive, linguistic and sociocultural aspects of communication are intertwined in each of the four objectives. The student is expected to develop the competencies to communicate effectively in an increasing range of social, cultural, and academic contexts, and for a growing variety of purposes.

"Processes are what help mediate the construction of new knowledge and understandings and play a vital role in language and communication." (Lanning 2013: 19). They are designed to enable students to become multiliterate by developing their oral literacy (oracy), visual literacy (visuacy) and written literacy (literacy).

The language acquisition subject-group objectives represent some of the essential processes of language and have been organised under four communicative processes.

## **A. Listening**

Comprehending spoken language presented in multimodal text encompasses aspects of listening and viewing. The process involves the student in interpreting and constructing meaning from spoken and multimodal texts to understand how images and other spatial elements, presented with oral text, interplay to convey ideas, values, and attitudes. Engaging with text requires students to think creatively and critically about what is viewed, and to be aware of the opinions, attitudes, and cultural references presented in the visual text. The student might, for example, reflect on their feelings and actions, imagine themselves in another's situation, or gain new perspectives and develop empathy based on what they have understood from the text.

To reach the aims of language acquisition, as appropriate to the proficiency level, students should be able to:

- demonstrate understanding of explicit and implicit spoken information in multimodal texts
- demonstrate understanding of conventions
- demonstrate understanding of relationships between the various components of the multimodal text

## **B. Reading**

Comprehending written language presented with multimodal text encompasses aspects of reading and viewing. It involves the student in constructing meaning and interpreting the written, spatial, and visual aspects of texts to understand how images presented with written text interplay to convey ideas, values, and attitudes. Engaging with text requires students to think creatively and critically about what they read and view, and to be aware of the opinions, attitudes, and cultural references presented in the written text. The student might, for example, reflect on their feelings and actions, imagine themselves in another's situation, gain new perspectives, and develop empathy based on what they have understood from the text.

To reach the aims of language acquisition, as appropriate to the proficiency level, students should be

able to:

- Demonstrate understanding of explicit and implicit written information in multimodal texts
- Demonstrate understanding of conventions
- Demonstrate understanding of relationships between the various components of the multimodal text

### **C. Speaking**

In the language acquisition classroom, students will have opportunities to develop their communication skills by interacting on a range of topics of personal, local and global interest and significance, with the support of spoken, written and visual texts in the target language (multimodal texts). When speaking in the target language, students apply their understanding of linguistic and literary concepts to develop a variety of structures, strategies and techniques with increasing skill and effectiveness. This refers to the use of the language system, encompassing its application of grammar, pronunciation, and vocabulary.

To reach the aims of language acquisition, as appropriate to the proficiency level, students should be able to:

- Use spoken language to communicate and interact with others
- Demonstrate accuracy and fluency in speaking
- Communicate clearly and effectively

### **D. Writing**

This objective relates to the correct and appropriate use of the written target language. It involves recognising and using language suitable to the audience and purpose, such as the language used at home, in the classroom, in formal and informal exchanges, and social and academic contexts. When writing in the target language, students apply their understanding of language, form, mode, medium and literary concepts to express ideas, values and opinions in creative and meaningful ways. They develop a variety of structures using strategies (spelling, grammar, plot, character, punctuation, voice, format, audience) and techniques with increasing skill and effectiveness.

To reach the aims of language acquisition, as appropriate to the proficiency level, students should be able to:

- Use written language to communicate with others
- Demonstrate accurate use of language conventions
- Organise information in writing
- Communicate information with a sense of audience and purpose.

## **Interdisciplinary Learning in MYP**

Interdisciplinary learning can take place between different subject groups and between various disciplines within a subject group to encourage broader perspectives on complex issues and deeper levels of analysis and synthesis. In the MYP, interdisciplinary learning is the process by which students come to understand bodies of knowledge and modes of thinking from two or more disciplines and then integrate them to create a new understanding. Students demonstrate this by bringing together concepts, methods or forms of communication to explain a phenomenon, solve a problem, make a product or raise a new question in ways that would have been unlikely through a single discipline.

## **Aims**

The MYP interdisciplinary teaching and learning aims state what a teacher may expect to teach and what a student may expect to experience and learn as a result of undertaking interdisciplinary units. The aims of the teaching and study of MYP interdisciplinary units are to encourage students to:

- Develop, analyse and synthesise knowledge from different disciplines to generate a more profound understanding
- Explore (and integrate) different and diverse perspectives through inquiry
- Reflect on the unique ways interdisciplinary learning allows us to communicate and act.

## **Objectives**

The MYP interdisciplinary objectives outline the specific targets established for multidisciplinary learning. They define what the student will be able to accomplish as a result of undertaking multidisciplinary units.

### **A: Evaluating**

In interdisciplinary units, disciplinary understanding is explicitly taught and assessed. Students must understand the concepts and skills of the selected disciplines as framed in subject-group objectives. Evaluating disciplinary knowledge provides the foundation for interdisciplinary synthesis and understanding.

To address real-world and contextual issues and ideas, students will:

- Analyse disciplinary knowledge
- Evaluate the interdisciplinary perspectives.

### **B: Synthesising**

Through the development of holistic learning, students will integrate knowledge from more than one discipline in ways that inform inquiry into real-world issues, ideas and challenges. Students demonstrate the integration of factual, conceptual, and procedural knowledge from multiple disciplines within the same subject group or across more than one subject group to explain phenomena or create products.

To address real-world and contextual issues and ideas, students will:

- Create a product that communicates a purposeful interdisciplinary understanding
- Justify how their product communicates interdisciplinary understanding.

### **C: Reflecting**

When undertaking units of interdisciplinary learning, students will engage in a process of ongoing reflection and evaluation of the role of disciplines, weighing their relative contributions and assessing their strengths and limitations in specific interdisciplinary applications. Students will also consider their ability to construct understanding across disciplinary boundaries and extend their learning to consider future actions or even take action, depending on the school context and the students' learning goals.

To address real-world and contextual issues and ideas, students will:

- Discuss the development of their interdisciplinary learning
- Discuss how new interdisciplinary understanding enables action.

## Empowering Hearts and Minds: Service as Action in the MYP

Service as Action is a core element of the MYP curriculum. It encourages students to actively engage in community service and make a positive impact on society. By reflecting on their experiences, students develop empathy, social responsibility, and essential skills that are crucial for their personal growth and development. Service as Action fosters the development of compassionate global citizens committed to creating a better world.

“Service learning is a teaching method where guided or classroom learning is deepened through service to others in a process that provides structured time for reflection on the service experience and demonstration of the skills and knowledge acquired.” Cathryn Berger Kaye

In the MYP, Service as Action begins in the classroom and extends beyond it, requiring students to take an active role in the communities in which they are part.



‘...evidence of an understanding of the core dimensions of the programme through... community and service activities.’

At LIS, we discovered several NGO schools that strive to educate the most marginalised children of Gurgaon – SANKALP Welfare Society and Angel Hive are a few of those. SANKALP is a partnership with the community to help children provide better futures for themselves and their families. We have embedded our time with them into the curriculum, and every one of our students from grades 6-10 visits for activities, teaching, learning, and to build relationships and friendships every month. Grade 8 students work with the school on their Community Project and have already made significant contributions to the NGO’s development, benefiting all students through this interaction. The school also collaborates with other schools on global international projects, such as addressing climate change and implementing the SDGs in schools.



## **MYP Projects**

MYP Projects refer to the culminating activities that students undertake as part of the Middle Years Programme (MYP) in the International Baccalaureate (IB) curriculum. These projects offer students the opportunity to integrate and apply their knowledge, skills, and understanding across multiple subject areas. MYP Projects are designed to be student-driven and inquiry-based, allowing students to explore their interests, engage in critical thinking, and take ownership of their learning. The projects are typically collaborative and often require students to work in teams to investigate, plan, and execute their ideas.

Through the Middle Years Programme (MYP) projects, students experience the responsibility of completing a significant piece of work over an extended period. MYP projects encourage students to reflect on their learning and the outcomes of their work – key skills that prepare them for success in further study, the workplace and the community. Students who complete the MYP in Year 3 or Year 4 are required to complete the community project. All students who complete the MYP in Year 5 are required to complete the personal project.

The community project offers a valuable opportunity for students aged 13-14 to collaborate and engage in service learning. Schools register all MYP Year 5 students for external moderation of the personal project, promoting a global standard of quality.

MYP projects are student-centred and age-appropriate, enabling students to engage in practical explorations through a cycle of inquiry, action, and reflection. Through MYP Projects, students develop essential skills such as research, communication, problem-solving, and time management. They learn to investigate real-world issues, apply their knowledge creatively, and present their findings in a meaningful and effective manner. MYP Projects also encourage reflection, allowing students to assess their learning and growth throughout the process.

### **What are the aims of the MYP projects?**

The MYP projects aim to encourage and enable students to:

- Participate in a sustained, self-directed inquiry within a global context
- Generate creative new insights and develop deeper understandings through in-depth investigation
- Demonstrate the skills, attitudes and knowledge required to complete a project over an extended period
- Communicate effectively in a variety of situations
- Demonstrate responsible action through, or as a result of, learning
- appreciate the process of learning and take pride in their accomplishments.

### **What will students learn through the MYP projects?**

MYP projects engage students in a diverse range of activities that extend their knowledge and understanding, while developing their skills and attitudes.

These student-planned learning activities include:

- Deciding what they want to learn about, identifying what they already know, and discovering what they will need to know to complete the project
- Creating proposals or criteria for their project, planning their time and materials, and recording developments of the project
- Making decisions, developing understanding, solving problems, communicating with their supervisor and others, and creating a product or developing an outcome. They also evaluate the product/outcome and reflect on their project and learning.
- As students become involved in the self-initiated and self-directed learning process, they will find it easier to construct in-depth knowledge on their topic and develop an understanding of themselves as learners.

## **Community Project**

### **MYP community project objectives**

The objectives of MYP projects encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. Listed below are the specific goals of the community project.

The community project focuses on community and service, providing students with an opportunity to develop an awareness of needs in various communities and address those needs through service learning. As a consolidation of knowledge, the community project engages in a sustained, in-depth inquiry that leads to service as an action in the community. The community project can be completed individually or in groups of up to three students.

#### **Objective A: Investigating**

Students should be able to:

- Define a goal to address a need within a community, based on personal interests
- Identify prior learning and subject-specific knowledge relevant to the project
- Demonstrate research skills

#### **Objective B: Planning**

Students should be able to:

- Develop a proposal for action to serve the needs of the community
- Plan and record the development process of the project
- Demonstrate self-management skills

#### **Objective C: Taking action**

- Students should be able to:
- Demonstrate service as an action as a result of the project
- Demonstrate thinking skills
- Demonstrate communication and social skills

#### **Objective D: Reflecting**

Students should be able to:

- Evaluate the quality of the service as an action against the proposal

- Reflect on how completing the project has extended their knowledge and understanding of service learning
- Reflect on their development of ATL skills

Students will use the presentation of the community project as an opportunity to demonstrate how they have addressed each of the objectives. Students will be expected to communicate clearly, accurately and appropriately.

## Service learning in the MYP community project

In the MYP community project, action involves participation in service learning (service as action).

As students evolve through the service learning process, they may engage in one or more types of action.

**Direct service:** Students interact with people, the environment, or animals. Examples include one-on-one tutoring, developing a garden alongside refugees, or teaching dogs behaviours to prepare them for adoption.

**Indirect service:** Students do not see the recipients during indirect service, but they have verified that their actions will benefit the community or environment. Examples include redesigning an organisation's website, writing original picture books to teach a language, or raising fish to restore a stream.

**Advocacy:** Students speak on behalf of a cause or concern to promote action on an issue of public interest. Examples include initiating an awareness campaign on hunger in the community, performing a play on replacing bullying with respect or creating a video on sustainable water solutions.

**Research:** Students collect information through varied sources, analyse data, and report on a topic of importance in influencing policy or practice. Examples include conducting environmental surveys to affect their school, contributing to a study of animal migration patterns, or compiling the most effective means to reduce litter in public spaces.

## Personal Project

### Nature of the MYP personal project

As today's MYP students mature, they will be increasingly called on to shape the world that they inhabit. To prepare students for this responsibility, middle level education must cultivate students' motivation, agency and capacity for lifelong learning, as shown in the table:

Motivation	Students explore an area that motivates and interests them.
Agency	Students set their own goals and choose how to achieve them. Students create their articulation of what success will look like.
Lifelong learning	Students demonstrate and develop ATL skills. Students reflect on the impact that the personal project has had on themselves and/or their community.

The personal project allows students to undertake an independent and age-appropriate exploration into

an area of personal interest.

The project's nature is essential; it allows students to explore an area that motivates and interests them. Students choose what they want to focus on, whether an existing or a new interest, decide how to achieve their goal and create their success criteria for the product. The project offers an excellent opportunity for students to produce a truly personal and creative product, demonstrating the consolidation of their learning.

Through inquiry, action and reflection, the personal project provides students with an essential opportunity to demonstrate ATL skills developed through the MYP and foster the development of independent, lifelong learning. The independent nature of the project equips students to pursue meaningful goals in life, education and the workplace.

## **Aims**

The aims state what a student may expect to experience and learn. These aims suggest how the learning experience may change the student.

The personal project is an opportunity for students to:

### **Inquire**

- Explore a personally meaningful interest
- Take ownership of their learning by undertaking a self-directed inquiry

### **Act**

- Transfer and apply skills in pursuit of a learning goal and the creation of a product

### **Reflect**

- Recognise and provide evidence of personal growth and development.

## **MYP personal project objectives**

The objectives of MYP projects encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. Listed below are the objectives of the personal project specifically.

## **Objective A: Planning**

Students should be able to:

- State a learning goal for the project and explain how a personal interest led to that goal
- State an intended product and develop appropriate success criteria for the product
- Present a clear, detailed plan for achieving the product and its associated success criteria.

## **Objective B: Applying skills**

Students should be able to:

- Explain how the ATL skill(s) was/were applied to help achieve their learning goal
- Explain how the ATL skill(s) was/were applied to help achieve their product.

## Objective C: Reflecting

Students should be able to:

- Explain the impact of the project on themselves or their learning
- evaluate the product based on the success criteria.

## Assessment in MYP

To assess the prescribed subject objectives using assessment criteria for each subject group in each year.

The criteria represent areas of learning (or the learning objectives) identified for each subject.

- Each area is known as a 'criterion'.
- The IB determines the areas, or criteria, for each subject and requires that MYP subject teachers use them.

Each subject area has its own set of criteria for assessing students. The criteria are contained in each MYP subject guide, and each subject group has four.

### Example:

Criteria	Maximum
A. Knowing and Understanding	8 marks
B. Investigating Patterns	8 marks
C. Communicating	8 marks
D. Applying in real-life contexts	8 marks

### Example – Maths MYP 1 Criterion B Investigating Patterns

1-2	The student can: i. Apply, with teacher support, mathematical problem-solving techniques to recognise simple patterns. ii. State predictions consistent with simple patterns
7-8	The student can: i. Select and apply mathematical problem-solving techniques to recognise correct patterns. i. Describe patterns as relationships or general rules consistent with findings. ii. Verify whether patterns work for other examples.

You will see that expectations increase as the grades increase, in a similar way to 'Bloom's Taxonomy'

of higher thinking skills. At the end of each MYP Year, the grades from each of the 4 criteria are added, and students will receive a final grade out of 7.

## **Assessment Standardisation Protocol**

The assessment policy guides assessments at Lancers International School.

With a strict adherence to the IB Standards (Learning(04): Approaches to Assessment 0404-03), teachers in Lancers International School standardise their assessment of student work to ensure reliable results by IB guidelines.

All the subject group departments share a common understanding of the MYP subject criteria, strands, command terms, modifiers and levels as applied to student work.

The school's standardisation protocol outlines the following objectives:

- To understand the subject objectives, criteria, the strands and grade bands/ levels
- Promote consistency in marking and build a common understanding in subject groups
- Apply a common interpretation of assessment criterion strands
- Understand that each command term has an ordinary meaning and requires a different approach and length of answers
- Ensure that all the teachers in the department understand the assessment criteria.

Concerning subject-specific guides and task-specific clarifications, each department follows a routine session to standardise students' work.

- Step 1: Each subject teacher within the department shares 3 unmarked samples of students' work of different levels of achievement. Teachers assess and grade individually before the meeting.
- Step 2: One of the subject teachers from the subject group chooses 2-3 student samples of the same assessment. 1 sample for each level ( 7-8, 5-6, 3-4). The students' names should be removed/ covered, along with any comments or markings made by the teacher. All the teachers read the student work and assess it against the task-specific rubric provided.
- Step 3: Teachers justify their assessment with evidence from the student's work for each strand of the criteria included in the task.

Step 4: All the teachers show their grades and justify their grading. Discussion follows the evaluation of the evidence, and members come to a common understanding of the final level the student's work deserves. The best fit for all the criteria is decided thus.

## **Grade Boundaries / Descriptors**

Grade	Boundary guidelines	Description
1	1 - 5	Produces work of minimal quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, seldom 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 occasional significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. It 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 a 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 an extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Utilises knowledge and skills in both familiar and unfamiliar classroom and real-world situations, often with a high level of independence.
7	28 - 32	Produces high-quality, frequently innovative work. Communicates a comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Often transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

## eAssessment

To ensure a global standard, each student will be assessed in Grade 10 through an e-assessment

process.

## **Benefits of eAssessment**

- Enables more students to benefit from an IB education in countries where a formal assessment at age 16 is required
- Consistent global quality assurance
- Stronger links through the IB continuum
- Recognition from accrediting bodies, governments and universities

## **There are three kinds of e-Assessment:**

- Externally marked, onscreen examinations for selected courses in Language and Literature, Individuals and Societies, Mathematics, Science and Interdisciplinary Units.
- An internally marked e-portfolio\* for Language Acquisition for the oral exam.
- Internally marked and externally moderated e-portfolios for PHE, Art and Design.
- The International Baccalaureate Organisation will supply the final MYP Year 5 (Grade 10) result with students' MYP certificates.

## **e-Portfolio**

Students in Year 5 of the IB Middle Years Programme have the option to take external assessments in the form of ePortfolios of coursework to demonstrate their knowledge and skills across the following subject groups:

- Arts (Visual Arts/ Performing Arts)
- Physical and Health Education
- Digital design

The ePortfolios of coursework are marked by classroom teachers. IB examiners assess sample ePortfolios to moderate results to international standards.

## **Reporting in Middle School**

Detailed school reports are issued for middle and senior schools at the end of each quarter, and parents receive a formal progress report during a pre-scheduled parent/teacher meeting as indicated in the semester calendar. Comprehensive deadlines are given for each stage of the process. All subject teachers are required to calculate the grade based on all the formative and summative assessments of the quarter, along with a detailed subject-specific comment, which includes both commendation and recommendation. Reports also include students' performance as per ATL and LP. The subject reports are skill-specific and offer suggestions for improving performance in that subject. The subject teacher is responsible for reporting on the student's performance in their subject. All subject assessments aim to ensure that the student's work conforms to the requirements for the subject and level.



# **Nurturing Holistic Growth: Everyday Living at LIS**

## **Facilities for Success: Empowering Students at Lancers International School**

### **Delicious Dining: Our Cafeteria Experience**

At Lancers International School, we recognise the importance of serving nutritious meals to our students. That's why we have a well-equipped cafeteria where all students are served snacks and lunch. Our cafeteria offers a diverse menu that caters to a wide range of dietary preferences and requirements. Students are also welcome to bring snacks and drinks from home or purchase food from the cafeteria. We have specific buy days for each class, ensuring a seamless and organised process. However, parental consent is always required before allowing any child to make purchases. Please note that personal snack or lunch deliveries from outside restaurants are not permitted on campus to ensure the highest standards of hygiene and safety.

### **Keeping Your Child Healthy: The Importance of Our Clinic**

The well-being of our students is of utmost importance to us. That's why a trained nurse manages a fully equipped clinic. Our clinic treats minor injuries, allergic attacks, coughs, colds, and fevers. If a clinic visit is necessary, an infirmary report is generated to keep parents informed. We have provisions in place to consult with parents regarding severe conditions and, if required, transport the student to a nearby hospital. Parents must inform the school if their child is on medication to ensure proper care. Our nurses and homeroom teachers handle all medications, ensuring safety and adherence to protocol. Regular spot checks are conducted throughout the year, and any suspected infections are promptly communicated to parents for further consultation with a paediatrician.

### **Convenient Commuting: Transportation Services**

To ensure a hassle-free commuting experience, Lancers International School offers bus transportation for students who wish to utilise this service. We have designated bus routes with scheduled drop-off and pick-up times, which are communicated to parents for convenience. Our priority is to ensure the safety and comfort of our students during their daily commute, allowing them to focus on their studies and extracurricular activities.

### **Unleashing Potential: Exceptional School Facilities**

Lancers International School takes immense pride in its world-class facilities, resources, and infrastructure. Providing a conducive environment is crucial for supporting the individual pursuits of our students. From state-of-the-art sports facilities to dedicated spaces for visual arts, music, dance, and drama, our school offers a holistic approach to education. Our libraries, laboratories, and specialised classrooms empower students to acquire relevant knowledge and skills in various disciplines, including sciences and technology. Additionally, our online facilities connect us to global networks, enriching our students' inquiries and expanding their understanding of the world. At Lancers, we prioritise career counselling, individualised instruction, and unique and gifted programs to ensure that every student can achieve their full potential. Our commitment to excellence has been recognised through prestigious awards, including the Campus Architecture and Design award from Education World Magazine and the Top International School in Haryana for Individual Attention to Students by North School Merit Awards.

## **Sports Excellence: Professional-level Athletics Facilities**

We take great pride in offering outstanding sports facilities that rival professional standards. At Lancers International School, we recognise the importance of physical education and athletics in fostering discipline, teamwork, and overall well-being. Our campus features top-notch facilities, including tennis courts, basketball courts, swimming pools, an open field, gymnastics equipment, a shooting range, a fencing corner, a boxing rink, squash courts, a skating rink, a cricket pitch, and even a mini-golf course. These facilities are managed by professional coaches who provide expert guidance and training. We encourage our students to explore their passion for sports without limitations, ensuring they can access various options. At Lancers, sports are an integral part of a well-rounded education.

## **Nurturing Creativity: Dedicated Spaces for Visual Arts, Music, Dance, and Drama**

At Lancers International School, we recognise the immense value of the arts in fostering creativity, self-expression, and personal growth. We provide dedicated spaces for visual arts, music, dance, and drama. These purpose-built studios and rooms offer a nurturing environment for students to explore their artistic talents. Our visual arts studios and art rooms have the materials and resources to support students' creative endeavours. We encourage students to showcase their creations through mini-exhibition displays, providing them with a platform to express their unique perspectives. In addition, our school organises various performances and events throughout the year, inviting parents to celebrate and appreciate their children's artistic achievements. Through visual arts, music, dance, and drama, we enhance the holistic development of our students, fostering their creativity and imagination.

## **Discovering the Wonders of Science: Laboratories**

At Lancers International School, we believe in nurturing scientific curiosity and promoting hands-on learning experiences. Our science laboratories play a vital role in facilitating practical experiments and demonstrations. Equipped with dedicated labs for biology, chemistry, physics, and computer science, our students have access to the tools and equipment necessary to explore and understand various scientific concepts. Teachers conduct experiments and use the labs for demonstration classes, ensuring a comprehensive understanding of scientific principles. Our laboratories inspire students to continue their pursuit of knowledge and develop essential skills in the sciences and technology. With state-of-the-art facilities, we encourage students to unleash their scientific potential and become critical thinkers and problem solvers.

## **Supporting Every Student: Career Counselling and Special Programs**

At Lancers International School, we are committed to providing comprehensive support to every student. Our dedicated career counselling services help students make informed decisions about their future education and career paths. Our experienced counsellors guide students and parents through the college and university selection process, offering guidance on international or country-specific requirements and assisting with the filing and submission of student applications. We maintain and store records to ensure a seamless transition to higher education. Additionally, we offer individualised instruction and specialised programs to cater to the unique needs of students, including those with special talents or gifts. We aim to empower every student to reach their full potential and excel in their chosen fields.

## **Versatile Spaces for Events and Exhibitions**

Our school offers versatile spaces that cater to a wide range of events and exhibitions. The foyer and auditorium serve as vibrant venues for various occasions. These spaces host exhibitions for TOK (Theory of Knowledge), EE (Extended Essay), and CAS (Creativity, Activity, Service), allowing students to showcase their academic pursuits. Our MYP (Middle Years Programme) Personal Project exhibitions and PYP (Primary Years Programme)

Exhibitions are also held here, allowing students to share their learning and accomplishments. Additionally, our spaces accommodate co-curricular exhibitions, university fairs, book fairs, science exhibitions, and even carnivals. Through these events, we encourage the active participation and engagement of students, parents, and the wider community.

## **Unleashing Creativity: Performing Arts Facilities**

Lancers International School is dedicated to nurturing artistic talents and providing exceptional facilities for the performing arts. Our school's auditorium, dance rooms, music rooms (with soundproofing and individual practice cubicles), and drama room create an environment conducive to artistic expression and performance. These facilities enable specialised instruction in the arts, allowing students to explore their talents in music, dance, and drama. Whether it's a captivating musical performance, an enthralling dance routine, or a mesmerising theatrical production, our performing arts facilities provide a platform for students to showcase their creativity and captivate audiences.

## **Connecting and Collaborating: AV Halls and School Wi-Fi**

At Lancers International School, we recognise the importance of technology in education. That's why we have AV halls equipped with the latest audiovisual equipment. These spacious halls serve as venues for university sessions, small class assemblies, parent-teacher meetings, and other small-group events and conferences. Our school Wi-Fi enables seamless connectivity, allowing students and teachers to access online resources, collaborate on projects, and connect with global networks. With these technological resources, we enhance the learning experience and empower our students to explore the world of knowledge.

## **Student Wellbeing**

Well-being is intrinsically linked to all aspects of a student's experience at school and beyond. It encompasses physical, emotional, cognitive, spiritual and social health and development. It contributes to an understanding of oneself, the development and maintenance of relationships with others, and participation in an active, healthy lifestyle.

Lancers International School has adopted CASEL's five interrelated cognitive, affective and behavioural competencies. The definitions of the five competency clusters for students are:

**Self Awareness:** The ability to accurately recognise one's emotions and thoughts and their influence on behaviour. This includes accurately assessing one's strengths and limitations and possessing well-grounded confidence and optimism.

**Self-Management:** The ability to effectively regulate emotions, thoughts, and behaviours in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and

working towards achieving personal and academic goals.

**Social Awareness:** The ability to take the perspective of and empathise with others from diverse backgrounds and cultures, to understand social and ethical norms for behaviour, and to recognise family, school, and community resources and support.

**Relationship Skills:** Establishing and maintaining healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help.

**Responsible Decision-Making:** The ability to make constructive and respectful choices about personal behaviour and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

## Pastoral Care

Pastoral care is essential to our school, and we take great pride in nurturing our students. Our students can be more enterprising and thriving in a supportive, optimistic and encouraging environment.

As a pioneering institution, we provide a healthy and conducive atmosphere which supports our students and enables their development of character and well-being. We ensure that our students know they are valued as individuals with unique needs, strengths and potential, making them more eager to engage with the world around them. As a result, our students are intellectually competent and emotionally intelligent thinkers who are sensitive to the needs and beliefs of others, yet hold strong views and values of their own.

The responsibility for administering student discipline lies with the Head of the School, assisted by the Pastoral Team. The Pastoral Team at LIS consists of Principals, Coordinators, Tutors/Co-Tutors and Counsellors. This team works together to ensure that we maintain a healthy, disciplined and happy environment in the School. The Students Council works with the Pastoral Team in this endeavour.

## The Homeroom Teacher

The Homeroom Teacher is the cornerstone of Pastoral care, and each teacher is responsible for the students in their class. The HRT will be familiar with each of their classes and keep parents informed of the student's progress in school. The HRT is the student's first point of contact in the school, should they face any difficulty or problem. The HRT is there to guide, encourage, support, and admonish the group, ensuring they are happy, efficient, and productive members of the LIS community.

When a student faces difficulties, it is appropriate for Tutors to discuss the student's problems with parents, suggest solutions, and work with the parents to support the student. These interactions will be recorded, along with the main points and conclusions, and placed in the student's file.

## School Activities at LIS

At Lancers International School, our commitment to fostering holistic growth is evident through our diverse range of vibrant school activities. We believe in an integrated learning environment that encourages students to thrive academically, excel in physical performance, prioritise general fitness,

and cultivate health awareness. Through a carefully designed and balanced program, we aim to nurture the overall development of our learners. Our school activities provide ample opportunities for students to engage in various experiences, including sports, arts, community service, and wellness initiatives. By actively participating in these activities, students enhance their academic achievements and develop essential life skills, character traits, and a sense of well-being. At Lancers International School, we are committed to fostering a supportive and enriching environment that empowers our students to become well-rounded individuals, prepared for success in an ever-evolving world.

## **ABLE Club**

### **ACHIEVE. BELIEVE. LEARN. EMPOWER.**

ABLE clubs are patterned after design thinking, pioneered at d.school, Stanford University. Design thinking is a creative approach to problem-solving. Creativity is harnessed through continued practice and the provision of opportunities to apply it. We believe that by introducing design thinking at the school, we can harness our students' creativity and equip them with the ability to think beyond adapting to regular routines and ordinary thinking practices.

Design thinking starts with people. It's about putting human needs at the centre of what we do. It's about simple mindset shifts and new ways of looking at problems through Empathy and Collaboration. For an idea to be meaningful and successful, our students would explore their surroundings with empathy, ideation, prototyping, and application, while also considering feasibility, desirability, and viability. As they navigate this path, children can naturally develop processes that will improve lives for the entire human race. The design thinking skills will help students tackle the most significant challenges and build their creative competence with the support of caring and creative mentors. The Design Thinking practice at the school is embedded in the Co-Curricular activities and timetabled classes. Students, along with their interest groups, explore the various phases of design thinking and develop creative solutions to problems they are passionate about.

Below are the various interest groups called ABLE Clubs:

### **STEM Club:**

This club expands to

S – Science

T – Technology

E – Engineering

M – Maths

Its main aim is to offer opportunities to interested students to pursue favourable scientific results daily. Under the exemplary guidance of experienced teachers, students develop different modalities and ideas that can address everyday problems.

**Leadership Club:** Being a leader is not an easy task. This quality in a person requires various other skills. To develop the skills of being a good leader, children learn through practical projects. Students examine the personalities of famous leaders around the world and the principles that led them to become such great leaders. Lastly, this club facilitates the practical application of these skills as students organise various events to execute ideas and bring them to reality.

**Visual Art:** Young painters and artists have the choice between mindful abstract and landscape art

forms. Moreover, exceptional paintings are honoured to be adorned on school walls.

**Dance and Drama:** Expressing one's emotions is essential for growth and development. Children have this opportunity through drama plays and dancing.

**Western Choir & Indian Music:** Music, both Indian and Western, strikes a particular chord with our students. They indulged in this activity by participating in the choir group and learning a great deal about handling and playing with different musical instruments.

**Entrepreneurship:** Students in LIS enact and participate in activities that take them through the finest parts of being an entrepreneur. They learn how to manage the event's financial aspect and how the economy functions.

**Media and Technology:** Media and technology are developing daily. This club enables children to gain in-depth knowledge of the intricacies of media and other technologies. They are allowed to innovate and create Feasible media strategies and implement them through events.

## Inter House Events

Inter-house events are a significant part of the co-curricular activities at Lancers International School. These events enable students to showcase their talents, develop teamwork and leadership skills, and foster a sense of healthy competition among peers.

Inter-house events provide an excellent platform for students to interact with their peers and develop social skills. They learn to communicate, cooperate, and work with others from diverse backgrounds while developing international mindedness, one of the key pillars of the International Baccalaureate program. Inter-house events provide a platform for students to showcase their talents in various fields, including arts, music, dance, designing, public speaking and more. It helps students explore their interests and further develop their skills.

## LIS Annual Inter-School Festival

LIS Fest is an annual event held at Lancers International School for students in grades PYP to MYP. The fest celebrates learning and creativity, encouraging students to showcase their talents and abilities through various activities. The festival offers a diverse range of activities, including news reporting, storytelling, drama, a science symposium, a Western choir, and a mini Model United Nations (MUN). Students can participate in activities that align with their interests and passions, allowing them to explore and develop their skills. The event is a testament to the school's commitment to providing its students with a holistic and well-rounded education.

## IB and LIS Policies

### Admission Policy

Lancers International School (LIS) is an inclusive and diverse learning community. As a community, we celebrate diversity and personalise learning as we progress in holistic development. This extends far beyond tolerance to the recognition of the enormous educational opportunity that full diversity presents.

The main principle governing the school's admissions policy is whether or not each child would flourish within its curricular programmes.

Students of all ages can apply to Lancers International School at any time of the year. The admission process helps us to ensure we have the right match between what you are looking for in a school and what we hope for in a student.

Families can begin the application process by completing the registration form. Our method of admission involves an informal interview between the student, their family, and members of our Admissions Team, during which the availability of a place will be discussed. Prior school reports and any supporting documentation should be brought to the admissions interview. Students must demonstrate their English language competency before a place is confirmed.

## **Academic Integrity Policy**

An academic honesty policy is a document that clearly states the expected conduct and consequences for academic misconduct. At Lancers, we promote responsible action within and beyond the school community. Our school has developed and implemented an academic honesty policy consistent with IB expectations. The written curriculum integrates the policies developed by the school to support the programme. Teaching and learning promote the understanding and practice of academic honesty.

In early and mid-adolescence, many students experience increasing personal, family and peer pressure to achieve and perform. In this context, discussions about academic honesty are best viewed as part of a broader concern for developing individual values and good citizenship. At LIS, it is good practice to foster academic honesty in positive ways that emphasise the importance of both respecting others' ideas and recognising the shared benefits of creative inquiry. Academic honesty in the MYP is closely connected with developing teaching and learning skills, especially those that enable students to understand and respect intellectual property rights, create references and citations, and use footnotes or endnotes.

## **Assessment Policy**

The Assessment Policy of Lancers International School (LIS) is aligned with that of the International Baccalaureate (IB). It is designed to be a statement of intent and action describing principles and practices for achieving educational goals relating to all aspects of assessment. The assessment processes are effectively linked to learning and teaching, and assessment informs and influences learning and teaching in turn.

At Lancers International School, we administer ongoing assessments co-constructed with the students. Teachers and students use various assessment tools and strategies to compile the most comprehensive picture of student progress and achievement over time.

At LIS, assessment is an integral part of the teaching and learning process. It is embedded in everyday activities, is ongoing and provides information about the whole student. The assessment processes and practices at Lancers International aim to enhance students' learning experiences in various ways, tailored to learner variability. Both digital and paper-and-pencil assessments are scheduled regularly to allow teachers and educators to support and improve student learning, thereby facilitating lifelong

learning and critical thinking. LIS believes in continuously improving student achievement through self-reflection, feedback, and skill acquisition, leading students to become agentic learners. The school conducts assessments consistently, fairly, inclusively, and transparently. Teachers regularly communicate assessment reports and feedback to students, parents, and the school community. Formative assessments are designed keeping the guidelines of UDL (Universal Design for Learning)

## Inclusion Policy

The policy explains how all students—including those with special educational needs (SEN) or learning diversity needs—can access teaching and learning and have equitable experiences within the programme. The school strongly encourages participation for all students. The school has developed and implemented an inclusive/special educational needs policy that is consistent with IB expectations and the school's admissions policy. Our school offers support to students with learning and special educational needs, as well as to their teachers. Teaching and learning differentiate instruction to meet students' learning needs and styles. In MYP at LIS, we use various strategies and tools to assess student learning.

## Language Policy

A language policy is a concrete expression of a school's language philosophy. It outlines language teaching and learning goals for all student language profiles in the school community. It usually evolves, and the school revises the policy to address the changing student populations.

In LIS, language policy aligns with IB expectations and is integrated into the written curriculum. LIS emphasises language learning, including the mother tongue, the host country's language, and other languages. Teaching and learning demonstrate that all teachers are responsible for students' language development.

## Discipline Policy

The most effective forms of discipline are setting an example, consistently high expectations, and a firm insistence on good behaviour. We value honesty, politeness, respect for others, international mindedness, good manners, tidiness in appearance and how we work, punctuality and genuine hard work in all we do.

## Behavioral Expectations

To foster a conducive educational environment, students are expected to adhere to the following norms of social behaviour:

**Politeness, Courtesy, and Respect:** Students should demonstrate politeness and courtesy in their interactions with school officials, faculty members, staff, fellow students, and visitors. This includes offering proper greetings and providing assistance when needed.

**Utmost Cooperation:** Students are expected to actively participate and cooperate fully in all class and school activities, striving to perform to the best of their abilities.

**Self-Discipline during Transitions:** When moving from one room to another, students should maintain an orderly manner to avoid disrupting ongoing classes.



**Care of School Property:** Students are responsible for handling classroom equipment carefully. Any damaged or lost items should be promptly replaced at the student's expense.

**Classroom Boundaries at Break Time:** During recess, lunchtime, and after class hours, unless authorised and accompanied by the homeroom teacher, students should not enter classrooms. The classroom doors should remain locked during break periods.

**Respect for Fellow Students' Property:** Students should come prepared with all necessary belongings for their subjects and take responsibility for their personal belongings. The elementary secretary should hand out lost and found items for safekeeping and claims. Unclaimed items after one semester will be donated to charity.

By adhering to these guidelines, students contribute to a harmonious and respectful school environment that supports effective learning and personal growth.

## Rules for Everyday Living at LIS

The regulations below enable students to live together, promoting good behaviour and discouraging bad behaviour. Lancers International School aims to cultivate both ethical development and moral sense, in addition to academic development.

1. LIS students wear their school uniform, which is clean, tidy and complete. They are polite inside and outside the school. They will make an earnest effort in class and complete homework assignments to the best of their ability. These attributes are expected and insisted upon. Parents' cooperation is expected in helping the student fulfil these obligations.
2. School uniform
  - The school is particular about the appearance of its students.
  - Students should come to school wearing the prescribed school uniform in a neat and tidy manner.
  - Skirts must be at knee length or max not more than 2 inches above the knee.
  - Boys should have short, neatly combed hair. Girls with long hair should keep it neatly tied back. Wearing jewellery (i.e. chains, bracelets, rings, bangles, body piercings, etc.) is not allowed. Students may wear a wristwatch (not a smartwatch), and girls can wear a pair of small earrings or studs.
  - Nail polish, henna, and other hair colouring products, as well as funky hairstyles or haircuts, are not allowed as they can distract from learning. Dreadlocks are not allowed.
  - Tattoos or body piercings are not permitted.
3. The use or carrying of cigarettes, e-cigarettes, prohibited drugs or alcohol in the school is not allowed.
4. Bullying, either in physical, written or verbal form, is not accepted.
5. Use of offensive and racist language is not condoned in any situation.
6. Students must not bring or burst crackers to school. Holi colours are forbidden, as are any objectionable literature or other similar material.
7. Magazines, periodicals, mobiles, pictures, video, other electronic devices and audio equipment must not be brought to school unless required for class. If confiscated, such items will not be returned, and no appeal will be entertained.
8. Chewing gum is not allowed anywhere in school.

9. Students are not allowed to leave the school premises without obtaining a gate pass, which must be duly signed by the principal or coordinator.
10. The school resources are shared for student learning and are under the care of each student. Damage to school property, however minor, will result in disciplinary action.
11. The school is not responsible for goods lost, though every endeavour will be made to find lost articles. It is, therefore, inadvisable to bring valuable articles to school, such as expensive stationery materials, ornaments, friendship bands or any other articles that may be popular from time to time. Students should not bring cash to school. Students are advised to take care of their belongings and not leave them unattended.
12. Students are expected to behave with decorum whilst moving around the school as classes are ongoing. No running in corridors or staircases is allowed. Always keep to the left, walk smartly from place to place, and only whisper.
13. Students must not enter classrooms, offices and other specialised rooms without authorisation or permission. The lifts are only used by those who have specific permission or in the event of an emergency.
14. Student behaviour at school functions should be proper. Students are expected to come on time and remain seated until the intermission or the end of the programme. Appropriate applause is welcome, but “wolf-whistles” or other raucous responses are not allowed.
15. Food or drinks are not allowed anywhere except in the school cafeteria.
16. During the teacher's absence from class, students must obey the class prefect, monitor or class representatives appointed to look after the class.
17. Laptops are not required, but may be used for IB projects. The IB Projects coordinator will provide guidelines and a schedule for when laptops are permitted to come from home.
18. Loitering on the way to and from school is not allowed. Promptness is a distinctive characteristic of a true Lancerian.
19. We need to keep the school campus clean and tidy. Students use the litter bins and waste paper baskets provided for this purpose. Students clean up after themselves. Graffiti is strictly forbidden.
20. Students are answerable to the school authorities for their behaviour both inside and outside the school. Thus, misbehaviour in public places justifies the same sanctions as misbehaviour in school. The conduct of its students reflects the quality of a school, and all Lancerians are expected to behave appropriately at all times.
21. Students are expected to greet teachers and visitors to the school when they meet them. Teachers should also be greeted when they meet you outside the school. Teachers will return your greetings.
22. Dishonesty, irregular attendance, habitual idleness, disobedience, objectionable moral behaviour, and disrespect to teachers are sufficient causes for dismissal from school.
23. Public display of affection is not permitted on the school campus or by students off campus when on an official school trip or in uniform.
24. Weapons such as slingshots, firearms, knives and any other apparatus that could cause harm to others are forbidden.
25. Students are expected to attend all classes. Students found missing classes for any unexcused reason may be given a failing grade for any work done during that class. This grade will be included in the student's average grade for that subject.

26. Students are expected to treat everyone with respect, regardless of their status, gender, age, or other characteristics.
27. All students are expected to arrive at the school premises by 7:55 am, but no earlier than 7:40 am. Late arrival after 8:00 a.m. is not permitted; students will be sent back home if they arrive after 8:10 a.m. In an emergency, a written request from the parent is required to allow the child to join school late.
28. School ends at 3:55 p.m. Students should leave the premises unless they have a special reason to stay behind. If a child wishes to go home with a peer, a written request, addressed to the respective Coordinator or School Office, must be submitted.

## Categories of offences

Level A	Disciplinary Response
Rough or boisterous behaviour, including running, shoving, pushing, and shouting	1st – Verbal and written warning  2nd – After school detention
Causing a disturbance in a classroom (behaviour that interferes with teaching and learning)	
Failure to complete an assignment	
Failure to follow a direction by a teacher or other authorised staff member	
Lateness to class, school or activity (after the second bell)	
Graffiti The repair or cleaning costs are to be paid by the parents.	
Violation of the LIS uniform policy	

After-school detention is held on Wednesdays and Fridays from 4:15 to 5:15 p.m. The parent and student would be notified a day in advance of the detention, and they must arrange transportation. Regular detention is typically imposed for Level A and B offences.

Level B	Disciplinary Response
The commission of a third-level A offence within the quarter	A student who commits a Level B Offence will receive two regular detentions.
Third unexcused lateness to school within the quarter	
Profanity or other abusive language - not directed at the administrator, teacher, or other staff members	
Causing a disturbance in a hallway, lobby, lavatory, or other common areas (including lawns, sidewalks, and playgrounds)	

<p>Unauthorised use and possession of mobile phones, electronic recorders or players, cameras, video cameras, computers, cell phones or other similar devices</p> <p>Electronic gadgets will be confiscated for the entire quarter. Additional fines can be charged. Parents will be required to collect confiscated gadgets from the school office.</p> <p>*Failure to turn over cell phones to a staff member will result in a Level C offence.</p>	
Loitering in bathrooms, hallways, lobbies, offices or other common areas	
Failure to serve a detention.	
The unauthorised access or use of another person's account or files. Sending an email using someone else's name	
Misuse of IT facilities	

Level C	Disciplinary Response
The commission of a second B offence within a quarter	A student will be placed in Saturday Detention from 8:00 am – 12:00 pm
Bullying or harassment	
Throwing food or other objects	
Failure to serve detention	
Fighting - no punches thrown or no apparent injury	
Misbehaviour on transportation (rough or boisterous behaviour causing disturbance to the driver) (Discipline may include loss of transport service)	
Fourth unexcused lateness to school within a quarter	
Vandalism can be cleaned and requires no expense for replacement or repair.	
Cutting class (absence from class, study hall, lunch, or activity for ten minutes or more)	
Work due during the period will be given a '0'	
Leaving class or an assigned activity without permission	
Inappropriate PDA	
Breaking bounds	
Visiting Pornographic/derogatory and other prohibited websites	

Level D	Disciplinary Response
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The commission of any Level A, B or C Offence when a student has committed a Level C Offence within a school year	<p>A student who commits a Level D offence will be placed on Probation for a quarter.</p> <p>One to three days' suspension.</p> <p>Each teacher must sign the behavioural form at the end of the period.</p> <p>Removal from school teams or representative positions.</p>
Disrespect of an administrator, teacher, or other staff member	
Vandalism causing damage that can be repaired for \$100/ Rs. 10,000 or less.	
The repair or cleaning costs are to be paid by the parents.	
Possession or use of firecrackers, lighters or matches	
Fifth unexcused lateness to school within a semester	
Leaving the building or grounds without permission	
Forging notes, excuses, or early dismissal slips or altering school-related documents	
Mooning, depantsing, or making obscene gestures	
Damaging a person's property or violating a person's right to privacy	
Gambling (participating in any game or activity involving chance and the payment of money)	
Sharing or discussing inappropriate content on social media	
Harassment/Bullying, not including physical contact or threats of harm or sexual harassment	
Violation of academic honesty guidelines	
Unauthorised use of school communications systems	
False accusations	

<b>Level E</b>	<b>Disciplinary Response</b>
The commission of any level A, B, C, or D offence when a student has committed a Level D offence within a school year	<p>A student who commits a Level E offence will receive a suspension from school for at least three days. Any student who commits a Level E Offence within the last twenty days of school may be subject to loss of the privilege to participate in any school activity before the end of the year (including field trips, week-without-walls or any other social</p>
Fighting punches thrown, kicking, slapping or apparent injury	
Possession or use of alcohol, cigarettes, including e-cigarettes or any other kind of substance abuse	
Theft	
Derogatory remarks against someone's race, ethnicity or religion	
Harassment/Bullying involving physical contact or threats of harm or sexual harassment	
Extortion (obtaining or attempting to get something of value from another by force or intimidation, or forcing or trying to force another to take action or not take action).	
Failure to serve a Saturday detention	

Six or more unexcused latenesses to school within a quarter.	activity).  The student would also be placed on Probation for the quarter, during which he would be required to attend a minimum of two Saturday detentions per month.  Discipline may include an informal hearing with a student's parents and the school coordinator.
Failure to follow the directions of an administrator	
Profanity or other abusive language directed at an administrator, teacher, or other staff member	
Possession, distribution, or exhibition of sexually provocative materials	

Details will be recorded in the student's records and may be included in official references.

Level F	Disciplinary Response
The commission of any Level A, B, C, D or E offence when a student has committed a Level E offence within a school year.	A student who commits a Level F offence will be excluded from the school and, at a minimum, suspended for ten days.  After completing the suspension period, the student would be placed on Probation for a quarter, during which they would be required to attend a minimum of two Saturday detentions.  Additionally, the administration may seek a student's expulsion at the discretion of the Head of the School.
Possession or use of weapons or hazardous chemicals	
Setting off a false fire alarm	
Failure to cooperate with a search	
Striking or assaulting a teacher, administrator or other staff member	
Vandalism causing damage over \$100 or Rs 10,000 The repair or cleaning costs are to be paid by the parents.	
Bullying (second offence)	
Theft (second offence)	

The Administration has final authority and responsibility to determine suspension and expulsion consequences for any behaviours listed and not listed herein.

## Sanctions

The school rules are designed to teach these values to the students. Should the rules be broken, the

sanctions reinforce the message given in the previous section regarding the guidelines for student behaviour. The following section outlines the possible path the school will follow if students repeatedly challenge school rules.

Corporal punishment of any kind is not adhered to at LIS. This includes any physical gesture or contact that the student may perceive as aggressive, as well as inappropriate language used to lower the student's self-esteem in front of their classmates or label them derogatorily.

In the classroom or other location where a teacher has direct responsibility for a student, the teacher concerned will deal with any inappropriate behaviour by the student. Sanctions can include counselling, reprimand, placing on report, extra work, and detention after school and on Saturdays. The sanction chosen will depend on the extent of the problem and reflect the severity and frequency of the lapse. Students are expected to respond positively and consciously change their behaviour. Repeated misbehaviour, which has not responded to any of these, will be referred to the Principal. In situations where the student is not the direct responsibility of any particular teacher, any teacher observing the misdemeanour will deal with the problem on the spot and give an appropriate sanction. The student's homeroom teacher will be informed of the incident.

## **Right for Search**

The school reserves the right to search any student, their person, belongings, bag or locker who is suspected of carrying forbidden items or substances to school; such searches will be conducted by a member of the teaching staff, one other adult and a student council member. These searches are carried out with the approval of the administration.

Random searches of a student's or a group of students' belongings are conducted as part of general measures to keep dangerous items or substances off the school campus. They may be performed with or without any concrete suspicion. Teachers or other school staff members may recommend such a search to a member of the SMT, who will inform the Head of the School. Once approval is obtained, at least two staff members and one student council member will search. More extensive searches would include more searchers from both categories.

Should an investigation need to be carried out immediately, the teacher or staff member who instigates the search should call an additional staff member to assist, and the Head of School should be informed immediately after the search, regardless of the outcome.

## **Fostering Effective Parent Communication**

Strengthening the Parent-School Partnership at LIS

At Lancers International School, we strive to ensure seamless and transparent communication among all stakeholders. We highly value parent communication as it enhances our processes and educational experience. We provide various channels through which parents can easily communicate with us. A strong partnership between parents and the school, working together with the child's best interests in mind, fosters a positive attitude towards school and learning. If you have any concerns or issues, we encourage you to initially approach the respective homeroom teacher or the MYP coordinator for

resolution. If a satisfactory solution is not reached, parents can escalate the matter to the Senior School Principal or the Head of School, if necessary. By maintaining open lines of communication, we strive to foster a supportive and collaborative environment that promotes the holistic development and success of every student.

The following channels of communication have been established to facilitate interaction between parents and the school:

- School website [www.lis.ac.in](http://www.lis.ac.in)
- **Managebac** <https://www.managebac.com/>
- Email:  
**seniorprincipal@lis.ac.in**  
**mypcoordinator@lis.ac.in**  
**seniorschooloffice@lis.ac.in**
- Telephone 0124 417 1900
- Newsletters
- Parent meetings

## Timeline of MYP Lancerians

MYP Projects (Community Project for Year 3 and Personal Project for Year 5) follow the project cycle and complete all the criteria of their projects in 8-9 months.

MYP Year 5 students present their Project in an exhibition every year, this year in March.

The Community Project for MYP Year 3 students may be showcased in the form of an exhibition or a TED Talk in April.

Quarterly ManageBac reports reflect the students' progress and supervisors' feedback and suggestions for improvement at particular stages of the project.