SENIOR SCHOOL ACADEMIC POLICY

Pakistan International School Jeddah – English Section

(PISJ-ES)

1. Curriculum Overview

The curriculum at PISJ-ES is based upon the programmes of the Cambridge International Education (CIE), starting with Cambridge Early Years, Cambridge Primary and Lower Secondary, furthering to IGCSE in senior years and A levels in the College Programme. The integrated Internationally recognized qualifications ensure smooth transition through the years of schooling and open doors to universities and programmes all over the world.

1.1 Senior School

Y8 – Y10: IGCSE (International General Certificate of Secondary Education) is a three-year programme leading to externally set, marked, and certificated examinations from Cambridge International.

- **Core Subjects:**

Sciences	Commerce
Biology/Computer Science	Business Studies/Computer Science
Chemistry	Accounting
Physics	Economics

- **Compulsory Subjects:** English & Mathematics
- **Optional Subjects:** Islamiyat, Pakistan Studies & Urdu
- **Special Subjects:** Physical Education, Quran & Saudi Studies/Arabic

The external assessments are split across the two years with students taking Humanities (Islamiyat, Pakistan Studies & Urdu) with CIE examinations at the end of Year 9 and the remaining at the end of Year 10.

Humanities & Non-Humanities:

The school will be offering two academic streams, namely Humanities and Non-Humanities. Students who elect to pursue the Non-Humanities stream will not participate in internal school assessments or Cambridge International Examinations for the three subjects in Year 9.

As per the Inter Board Committee of Chairmen (IBCC) Pakistan, 'Equivalence of Qualification' for overseas or international candidates, students may opt not to sit for the CIE examinations for Humanities and obtain their IGCSE qualifications by satisfying the 'minimum five subject' criteria.

College programme – A levels: The *General Certificate of Education Advanced Level*, or A-Level, is the Gold standard of Cambridge qualifications. It is accepted as an entry-level qualification by universities all around the world. The students should take a minimum of three subjects to qualify A-Levels although the school has the provision for students to opt for a maximum of four subjects.

A diverse range of subject areas are offered at A-Levels and students are free to choose their subject combinations based on their interests and pursuits. However, the School reserves the right to regret a subject combination if the number of registered students is less than fifteen.

- **Pure Sciences:** Biology, Physics, Chemistry, Pure Mathematics with Statistics & Mechanics and Computer Science. *(Note: for Pure Sciences, the student has to pass the IGCSE qualification for the specific subject with minimum of "C" grade.)*
- **Commerce:** Accounting, Business, Economics, Computer Science
- **Social Sciences:** Psychology, Travel & Tourism, English Literature and Business Studies

For A-Levels, the School uses the 'staged' assessment route, students take Cambridge International AS Level in one examination series and complete the final Cambridge International A (A2) Level in a subsequent series over two years.

1.2 Special Subjects

To ensure well-being, well rounded and holistic development of our students and to cater to the MOE requirements school offers subjects which come under the domain of Special Subjects, these are not assessed externally but are integral part of daily school life and school's curriculum.

1.5.1 Physical Education

(PG − A2) Focuses on developing physical fitness, confidence, team building and healthy competition. Students engage in regular fitness exercises and coaching sessions necessary to participate in a wide range of sports activities at national and international level.

1.5.2 Arts

(PG – Y7) Fosters creativity, self-reflection, and confidence in self-expression. Students receive a mixture of both open & closed guidelines and practice on creating various forms of artwork ranging from sketching to multidimensional masterpieces.

1.5.3 Library

(Y1 – Y7) Instills reading habits with the help of regular, facilitated visits to the school's impressively stocked library. Students learn how to be actively involved with text, make connections, infer, question, and improve their vocabulary.

1.5.4 Quran

(PG − Y7) Develops familiarity with the Holy Quran which is an essential component of the student's religious upbringing. Students learn and practice the rules of Tajweed for recitation and life.

1.5.1 Arabic

(YN – Y7) Aims to build proficiency in the language given its necessity in the local and socio-economic context of the Kingdom.

1.5.2 Saudi Studies

(Y8 − A2) Develops acquaintance with the Kingdom's history and culture to enhance social and cultural integration as per the vision of the Ministry of Education, KSA and global citizenship.

2. Approach to Assessment

The school follows a Continuous Assessment Model across all grade levels, with the sole purpose of improvement and development using various assessment tools. Continuous Assessment has abundant purposes to serve including determining students learning achievement, identifying their learning difficulties for special support, improving teachers' pedagogical practices, and enhancing the quality of education in general.

The school has devised a precise, nuanced and comprehensive assessment system for appraising students' academic progression and achievement of learning objectives using a well-thought-out mixture of formative and summative assessment techniques.

- **Formative assessment** is used to gauge students' learning, to provide *constructive* feedback, to help teachers in self-evaluation about their teaching and for further planning. This comprises *classwork* and *independent* activities such as quizzes, assignments, practice questions, group projects and presentations.
- **Summative assessment** is used to evaluate students' learning and achievement of curriculum objectives at the end of an instructional unit, term, or year by comparing it against Cambridge International standards. This is conducted in the form of *scheduled tests*, and mid-year/ final-year *examinations*.

2.1 Grading Structure

2.1.1 Senior School

Y8 – Y10: For all subjects including Saudi Studies, students are assessed continually on a formative basis throughout the academic session using graded classwork, project work and speaking and listening. Students are required to take scheduled tests and exams, designed as per Cambridge International's paper pattern for summative assessment.

Assessment	Weightage
Classwork	10%
Speaking-listening/ Project	5%
Scheduled Tests	20%
Mid-Year & Final-Year Exams	60%
Student Conduct	05%

A-Levels (AL): For all subjects, students are assessed continually on a formative basis throughout the academic session using graded classwork and presentations. Students are required to take scheduled tests and exams, designed as per Cambridge International's assessment pattern for summative assessments.

Assessment	Weightage
Classwork	5%
Presentations	5%
Scheduled Tests	25%
Mid-Year & Final-Year Exams	60%
Student Conduct	05%

Saudi Studies (AL)

Assessment	Weightage
Mid-Year & Final-Year Exams	100%

Student Conduct Rubric (Y5 – A Level)

The student conduct will be graded, using the following rubric on a 5-point scale (once per term) and will be reflected in the Midterm and Final Term Report Cards

Behavior Observation Points
Disruptive behavior in class
Friendly & respectful behavior towards adults and peers
Follows school rules
Focus and concentration
Respect's school property
Follows task submission deadlines

2.1.2 Special Subjects

Physical Education (PG – AL)

Assessment is based on students' participation and performance across scheduled Sports activities, including Annual Sports Day, in-school tournaments and inter school competitions.

Arts (PG – Y7)

Assessment is based on students' participation and performance in art-related activities, including the Annual Arts Exhibition and Arts Competition, levels of creativity, artistic skills, and presentation.

2.1.3 Term Distribution

The academic calendar comprises two terms, First Term and Final Term. For each term, the student's performance is evaluated as per the Grading Structure outlined for the respective schools and grade levels. The final grade on the Report Card is calculated using a term distribution in line with the Ministry of Education's (MoE) report card format:

School	First Term	Final Term
Junior School (Y3 – Y4)	50%	50%
Middle School (Y5 – Y7)	50%	50%
Senior School (Y8 – A2)	50%	50%

2.2 Grading Scale

Ungraded (U) indicates a standard below the required percentage for grade D i.e. below 50%.

Not Applicable (NA) indicates:

- The student is a late admission and has not taken the relevant assessment.
- A subject is not applicable or opted e.g., Islamic Studies for Non-Muslims

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Y8- Y10:

Percentage	Grades
90% and above	A*
80% - 89%	A
70% - 79%	B
60% - 69%	C
50% - 59%	D
40% - 49%	E
Below 40%	U (ungraded)

A Level:

Percentage	Grades
85% and above	A*
75% - 84%	A
65% - 74%	B
55% - 64%	C
45% - 54%	D
40% - 44%	E
Below 40%	U (ungraded)

2.3 Verification, Standardization, and Moderation

Verification, standardization, and moderation are the key processes by which the School maintains academic standards by assuring the appropriateness of assessments, and the accuracy of marking and grading decisions. These procedures also ensure alignment with the learning objectives and marking guidelines set out by Cambridge International.

Verification ensures that the form and content of assessment tasks and briefs are appropriate, fair, and valid in terms of standards, effectively assesses the achievement of learning objectives and presents an appropriate level of challenge to students.

Marking involves the academic judgment of students' submitted assessments against predetermined marking schemes and the provision of raw marks. **Standardization** activities are employed to ensure the consistency of marking across a cohort where there are multiple teachers involved.

Moderation is employed by the respective Head of Department to ensure that academic standards and marking are regulated within agreed norms and against a predetermined marking scheme for the assessment. Moderation is usually undertaken by reviewing a sample of students' work. (*See Annex B for assessment guidelines*)

3. Attendance

Student attendance is essential for learning as it ensures the proper utilization of valuable instructional time. For this reason, the School equates attendance with academic achievement and establishes policies and procedures designed to encourage and require students to be in school.

3.1 Approved Leave

In case a student is unable to attend due to reasonable circumstances or commitments, they are required to submit a leave application for approval within 3 days of absence, via parent portal to the Student Affairs department. In case a student is on an approved leave:

- Missed work must be made-up for, upon resumption by coordinating with the concerned teachers.
- Missed graded classwork or test is automatically graded based on the average performance across all similar assessments taken by the student (denoted by AL).
- Any missed exam must be made-up for as per the concerned school's '*Make-up exams"*. In case multiple exams are missed, a student may need to sit for more than one exam on a single day. If a student fails to appear for the retake, they will not receive any additional make-up chances.

3.2 Unapproved Leave (Truancy)

A student is considered on unapproved leave when absent without valid cause for a school day or any portion of a school day. If a student's leave is unapproved, they do not receive credit for any graded work or tests that are missed.

In case a student is truant for more than unapproved 30 days in an academic session, attendance alerts are generated, also, the school reserves the right to defer the student's promotion to the next grade level/ registration for CIE Exams or get an undertaking signed by the parents.

4. Academic Honesty

The school is a learning community in which students experience educational practices that honors and empowers them. The school works with students to design the education and training needed for their academic and career success through programmes that develop and enhance skills, competencies, attitudes, and values.

To take advantage of the educational opportunities at PISJ-ES, students must engage with and produce their original test papers, exams, and other assignments. They may not reproduce the work of others and characterize it as their own. Not only is such a practice dishonest, but also does not lead to the development of new skills or an increase in intellectual capacity.

Academic dishonesty includes but is not limited to, any form of academic conduct that is deceptive, dishonest, or fraudulent such as cheating, plagiarism, and fabrication.

4.1 Base Consequences

In any actionable case of academic dishonesty, the following consequences occur:

- A "0" for the assessment in question
- Notification to the student's parents

4.2 First Offence

The first offence in a student's academic history incurs a base consequence as defined above. If a first offence is deemed to be more serious, it may incur additional penalties.

4.3 Additional, Multiple, or More Serious Offences

Additional, multiple or more serious incidents of academic dishonesty (including serious first offences) are dealt with more severely. In addition to the base consequences defined above, consequences may also include any of the following:

- 1-10 days of suspension (out of school)
- Removal from any leadership positions in the school or extra-curricular activities, including, but not limited to, captaincy on sports teams and club/activity leadership positions
- Issuance of warning letter
- An 'Ungraded (U)' letter grade for the subject in which the offence occurred.

4.4 Variables for Determining Severity of Offence

Penalties and consequences are determined by the Disciplinary Committee based on the severity of the offense. In determining severity, the Disciplinary Committee considers factors such as:

- Recurrence (prior incidents)
- Collusion with other students
- Type of violation
- Seriousness of the offence
- Contrition of student
- Premeditation of offence
- Degree of effect on the school community

For further details on General student conduct, refer to document *PIJS-ES Student Code of Conduct.*

5. Promotion & Retention

5.1 Promotion Board

The following members constitute the Promotion Board which is solely responsible for all decisions about the promotion and retention of any student.

- Principal
- Deputy Head
- Homeroom/Subject Teacher- if required
- Relevant HOD/ academic coordinator
- Exam department

5.2 Middle School & Senior School

Y5 – Y9: A student's promotion to the next grade level is subject to qualify following Conditions:

1. Achieving a minimum of 50% in every subject
2. Achieving a minimum of 60% aggregate across all subjects
3. Regular attendance (refer to section 3.2)

Retention: A student failing to qualify the above conditions will be retained in the same grade level.

Y10 – AL: As students are externally assessed at the end of these grade levels, promotion is *strictly subject* to the CIE exam results.

Year 10 to AS Level: A student must qualify the IGCSE/ O Level/ similar level of international qualification (i.e., achieves the minimum 'passing' grade in external assessments) to be eligible for promotion to AS Level.

- Any Year 10 student who receives a U grade, i.e., fails to achieve the minimum passing grade in the external assessment of any subject, will not be eligible to proceed for A levels. IGCSE needs to be fully cleared to qualify for the A levels.
- A student must receive a minimum of C grade to opt for the same subject in AS Level.
- Students who achieve D and E grades will be redirected, encouraged to opt for other Social Sciences subjects.
- To be eligible for AS Pure Science Subjects (Physics, Chemistry, Biology, Mathematics and Computer Science) the student must have cleared the IGCSE/ O Level/ similar level qualification in the given subjects.
- **External AS Admissions:** The applicant must have scored a minimum of a 'B' grade in Pure Science subjects at the IGCSE Level to be able to opt for Pure Sciences (Physics, Chemistry, Biology, Mathematics and Computer Science) at AS Level.
- The applicant must have scored a minimum of 'C' grade in Pure Sciences (Physics, Chemistry and Biology) in IGCSE to be able to opt for Commerce subjects (Accounting, Economics, Business) at AS Level.
- A student who has taken Commerce subjects (Accounting, Economics, Business) in IGCSE cannot opt for Science subjects at AS Level.

AS Level Promotion Criteria for Students Receiving a U Grade

AS Level students who fail to achieve the minimum passing grade in the CIE Examinations, i.e., receive a U grade in any subject, will be subject to the following promotion criteria:

- **Retention:** Students who receive a U grade in two or more subjects will be required to repeat the AS Level. They must retake all AS Level subjects and re-sit the respective CIE Examinations in the following June examination series**.**
- **Promotion:** Students who receive a U grade in a maximum of one subject may be promoted to A2 Level, subject to the condition that they register for the composite examination of the failed

subject. They will also be required to appear for all A2 components/papers of the Cambridge International A Level syllabus for that subject in the following June examination series**.**

Example: *If a student is registered for Physics, Chemistry, and Biology in AS Level and scores a U grade in only Biology, the student will be required to register for all component exams of Biology only (AS/AL both) in the following June Series.*

Composite - grade improvement for more than one subject is not allowed in A levels.

5.3 Conditional Promotion

Conditional Promotion is granted only in extra ordinary circumstances where the student is unable to perform due to extreme emergencies, e.g., medical conditions, or close family tragedies. The Promotion Board will decide about the Conditional Promotion on the merits of each case.

Note: The school does not grant double promotions under any circumstances. All students are required to progress through each grade level in accordance with the established academic sequence and promotion criteria.

5.4 Academic Probation

A student on academic probation is required to demonstrate academic improvement during the session. If no such improvement is observed until the end of the first month of probation, the school reserves the right to *withdraw* or *retain* the student.

6. Academic Support Programme (ASP)

The PISJ-ES Academic Support Programme (ASP) provides support to all students identified with additional educational needs. The programme strives to develop each student's ability by establishing a solid foundation in key academic areas.

An objective and data-oriented *student profiling* process, Multi-Tiered Support System MTSS, (*see Annex D*) is in place for the development of a swift and appropriate plan of action for each student every month. The support program offers a variety of academic services for students including targeted skills sessions, peer tutoring, one-on-one specialized tutoring, and small group instruction.

To monitor the student's academic progression, the school encourages positive feedback from the parents. Parents are not to wait for the Official/ Regular PTC conducted once a term to interact with the teacher and to share academic concerns. To discuss academic queries, parents may secure an appointment *anytime* with the concerned teacher by reaching out to the Deputy Head Office of the relevant school via *Query Portal.*

School will organize special PTCs for the students who are struggling in academics. Students who are not performing well, at least 50% in a particular subject will receive this invitation and parents are expected to attend the PTC. School must ensure at least three special PTCs with struggling students.

7. Academic Enrichment Programme (AEP)

The PISJ-ES Academic Enrichment program is aimed at high-performing students to further stretch their competencies through the use of thought-provoking and challenging hands-on activities, which extend upon what they are already learning in their classrooms. The programme's extended expectations of academic rigor offer students to become mentors to their peers and gain vital leadership skills.

8. Peer Tutoring Programme (CAPT)

The PISJ-ES Cross-Age-Peer-Tutorship (CAPT) programme improves student-body coherence, and citizenship, encourages shared responsibility and develops mentorship skills.

- Tutees are motivated by tutors of higher grade levels to navigate their academic performance through personalization.
- Psycho-social grooming is acquired by the tutor as an outcome of such mentorship and partnership with the peers.

9. CIE Registration

Registration of students for the IGCSE and A-Level examinations is subject to the following conditions:

- A minimum of 60 % (Grade C) for IGCSE and 55% (Grade C) for A Level in each subject.
- A minimum of 80% attendance till the end of the session.

Forecast Grades – Cambridge International Exams

Forecast grades are required by Cambridge International during each exam series as a part of their quality assurance protocol. As per Cambridge International guidelines, a forecast grade is the grade the teacher expects a candidate to achieve for the syllabus they are entered for.

Eligibility:

Y9 – IGCSE: Students register for Humanities syllabi in Year 9 for CIE Exams of Urdu, Pakistan Studies and Islamiyat.

Y10 – IGCSE: Students register for five syllabi at the end of Year 10.

a. Compulsory: Mathematics, English.
b. Core: Physics, Chemistry, Biology, CS, Accounting, Economics and Business Studies.

AS & A2 Level: Students register for three to four syllabi at AS & A2 level for CIE Exams

Guidelines

The following guidelines are to be considered by the teachers while issuing forecast grades to the learners.

Year 9, Year 10 and AS Level CIE Entries	While issuing forecast grades, teachers are required to consider: - Class Evaluation and Midterm grade in relevant subject - Overall Midterm aggregate - Overall caliber of the learner - Rationale in case of predicting a grade jump or grade fall.
A Level CIE Entries	Students carry forward their AS entries/ marks to A Level CIE Exams. Teachers to consider: - AS level results in the same subject - A2 Class Evaluation and Midterm grade in the subject - Overall caliber of the learner - Rationale in case of predicting a grade jump or grade fall.

Note: The School's CIE registration process for IGCSE and A Level students is available for May/June series *only*.

School reserves the right to place student in the category of Regular Candidate and Private candidate based on their performance in the mid-term exams. As per CIE timeline, mid-term exams play major role in identifying prospective grades and performance of a student. Kindly ensure that students take the entire academic journey of IGCSE and A levels seriously and secure excellent grades in mid-term for the purpose of gaining the regular student status.

10. Co-Curricular Activities

The school aims to widen the selection of co-curricular activities at PISJ-ES and broaden the opportunities for students to enhance their natural abilities and to challenge themselves through the development of new interest areas. Co-curricular activities include and are not limited to Spelling Bee competition, speeches and debates, dramatics, Food Bonanza, Science & Arts exhibition, Quran recitation Competition, Model National Assembly (MNA), Model United Nations (MUN) and a variety of sports activities.

10.1 Student Clubs

The School has a well-established system of Student Clubs in place for Middle and Senior School students. These clubs have been formed with the vision of tapping into the metacognitive skills of the students and serving as a platform for self-exploration and self-development. Developing the ability to ponder over one's thought process and guiding towards innovative outcomes play a pivotal role in the school's vision for educating future leaders and global citizens beyond the ambit of traditional classrooms. These club activities are student-led, and student-driven to provide diverse opportunities to boost critical thinking, problem-solving, teamwork and personality development.

Science Club

Art Club

Community Service /Environment Club

Literary Club

Performing Arts

Sports Club

In order to promote the active participation of students, the school offers a credit-hour program – applicable to Senior School.

11. Awards and Recognition

PISJ-ES seeks every opportunity to recognize the students' accomplishments and recognize their hard work and positive efforts. The PISJ-ES student awards aim to celebrate the students' commitment to all aspects of school life.

11.1 Senior School

Academic Awards are given in the following categories:

Category	Criteria	Grade-Levels
Outstanding Achievement	90% and above	Y9 – AL
Achievement Awards	80% to 90%	Y9 – AL
Top Achiever	Top in Subject	Y9 AL

The following Soft Skills Acknowledgment Awards are available for students from Y9 AL:

Category	Criteria	Grade-Levels
Outstanding Attendance	95% attendance throughout the year	Y9 – AL

Apart from the end-of-year certificates, students from Year 10 and A-Levels also participate in PISJ-ES's Annual Student Awards in the following categories:

Sr. No.	Award Category	Description
1	STUDENT OF THE YEAR	"Student of the Year" is the nominee for being the most versatile & all-rounder student of the year, who meets par excellence in all aspects throughout the session of A Level or IGCSE respectively. The selection will be based on having an overall dominance in; • Academics • Conduct • Discipline • Punctuality • Extracurricular activities.
2	ACADEMIC STUDENT OF THE YEAR	AS & A Level "Academic Student of the Year" is the nominee achieving the highest score in aggregate of the three compulsory core subjects of the chosen groups as mentioned below: • Pre-Medical Group • Pre-Engineering Group • Commerce Group The selection in this category is based on the aggregate average of the Midyear and Mock Exams of both AS & A level, internal school exam, result.

		IGCSE Y10 "Academic Student of the Year" is the nominee achieving the highest score in aggregate of the eight/five IGCSE subjects holding either Science or Commerce Group. The selection is based on the performance of the internal school exam result.
3	DISTINCTION AWARD	The nominees for this award are the students ranging under 5% to the top in aggregate of the respective academic groups.
4	CERTIFICATE OF APPRECIATION	Awarded to the dynamic volunteers who give their best in organizing events & healthy activities throughout the school year.
6	OUTSTANDING ATTENDANCE & PUNCTUALITY	Most punctual and regular student of the year.
7	LONGEST SERVING STUDENT	First enrolled student in the school from the current batch.
8	SPORTS AWARD OF THE YEAR	Awarded to the student who is prominent in overall sports including athletics and PE; from the class of boys and girls separately.
9	HEAD PREFECT	Awarded in recognition of the services provided as Head of the Student Prefect Team.
10	BEST OF CIE PISJ-ES AWARDS	Best results in CIE Exam within the school
11	CIE RANKINGS AWARDS	As per the Accreditation of Cambridge University

Examinations and Results

The school conducts two examination sessions in each academic year. The Midyear Examinations are held at the end of the First Term (typically in December), and the Mock or Final Examinations are conducted at the end of the Final Term/Academic Year.

Report cards are issued to students after each examination cycle, reflecting a combination of class-based assessments and examination scores, compiled in accordance with the weightages defined in the Academic Policy. The Final Report Card presents the overall cumulative performance of the student and includes the final academic outcome (e.g., Promotion, Retention, etc.).

All examination papers are the property of the school and are not distributed to students with report cards. Students' examination scripts (Midyear and Final) are securely retained by the school for record and reference purposes. However, parents and students may review the examination scripts during designated time slots communicated by the school.

Change of Student Section

The School reserves the right to change a student's section during the academic year, whenever deemed necessary and in the best interest of the student and the school. Parents/guardians will be informed of such changes. Reasons for a section change may include, but are not limited to:

1- Academic performance and learning support requirements.
2- Bullying, peer relationship, or student welfare concerns.
3- Opening of a new section or changes in class structure.
4- Maintaining a balanced distribution of students, including gender balance (Junior School).
5- Subject combination and timetable requirements.
6- Behavioral or disciplinary concerns.