



  
Primary School  
Parents Handbook  
2025 - 2026

## **1. Duroub Academy Guiding Statements:**

### **1.1 Vision:**

At Duroub Academy, we aim to cultivate creative, innovative, and caring individuals and visionaries who empower and inspire one another. Together, we will build a purpose-driven community that positively impacts the world and promotes global change.

### **1.2 Mission:**

Duroub Academy is dedicated to providing an outstanding educational experience that nurtures the potential within each individual. Through a spirit of collaboration and empathy, we empower our students with the skills, knowledge, and values necessary to create positive change in the world.

### **1.3 Philosophy:**

At Duroub Academy, we embrace a holistic educational approach that fosters the physical, social, emotional, and mental development of each child. We believe that students achieve their best through active engagement, working together to build knowledge and solve challenges. To support this, we provide experiential and hands-on learning opportunities that allow students to explore their own ideas, engage deeply with real-world problems, and reflect on their growth.

We place great importance on diversity and inclusion, as these elements create a safe, supportive environment for all. We also believe that students thrive in a nurturing setting where both learners and educators are empowered to share their voices and contribute to the learning community.

## **2. Welcoming Letter from the PYP Coordinator:**

Welcome to Duroub Academy, a nurturing learning environment where every student is encouraged to reach their full potential. As a PYP candidate school, we are committed to fostering an inclusive and diverse culture. Our students first develop a deep understanding of themselves and their own heritage, while also learning to respect and appreciate other cultures, perspectives, and languages. They gain awareness of the world beyond their immediate community, recognizing the value of diversity in enriching life.

Through the Primary Years Program (PYP), students explore and refine their understanding of themselves and the world. The program's transdisciplinary approach connects learning to real-world issues of local and global importance. The PYP promotes holistic education, fostering collaboration and taking learning beyond the classroom to develop critical thinkers who see themselves as global citizens, committed to promoting peace and improving their communities.

At Duroub Academy, we encourage students to become lifelong learners who reflect on their own growth through inquiry-based learning. We emphasize respect for oneself, the community, society, and the planet.

We value the involvement of all stakeholders, including parents, and will provide opportunities for you to engage through information sessions and workshops. These will help you better understand our curriculum and teaching approaches.

We are excited to welcome you to the Duroub Academy family and look forward to working together to make a positive difference in your child's life.

Kind regards,

Tania Abu Gharbieh  
PYP Coordinator

### **3. Overview:**

Where learning is a journey of discovery, creativity, and connection.

At Duroub Academy, we believe education is more than knowledge — it's about nurturing curiosity, building character, and empowering every child to find their unique path. Our diverse community of learners, educators, and families work hand in hand to create an environment where curiosity leads the way and values shape the future.

From early years through primary, Duroub integrates inquiry-based learning, global perspectives, and real-world experiences to help students grow into confident, compassionate, and responsible individuals — ready to make a difference in their world.

Duroub Academy — Where Every Path Leads to Growth.

#### 4. The Primary School:

##### 4.1 Structure of the School Day:

<b>Normal School Day KG Timings</b>			
<b>Period</b>	<b>From</b>	<b>To</b>	<b>Duration</b>
Door Open	7:45AM		
Students Welcoming	8:00AM	8:15AM	15min
Morning Assembly / Protect Ed	8:15AM	8:30AM	15min
Period 1	8:30AM	9:15AM	45min
Snack Time	9:15AM	9:25AM	10min
Period 2	9:25AM	10:10AM	45min
Snack Time	10:10AM	10:35AM	25min
Play Time	10:35AM	11:05AM	30min
Period 3	11:10AM	11:55AM	45min
Period 4	11:55AM	12:40PM	45min
Storytelling / Bus Preparations	12:40PM	12:55PM	15min

<b>TUESDAYS ONLY KG Timings</b>
8:15AM - 12:30PM

<b>Normal School Day - Except Tuesdays KG Timings</b>
8:15AM - 1:00PM

<b>Normal School Day - Except Tuesdays Grades 1-3 Timings</b>			
<b>Period</b>	<b>From</b>	<b>To</b>	<b>Duration</b>
Door Open	7:45AM		
Students Welcoming	8:00AM	8:15AM	15min
Morning Assembly / Protect Ed	8:15AM	8:30AM	15min
Period 1	8:30AM	9:10AM	40min
<b>Snack Time</b>	9:10AM	9:20AM	10min
Period 2	9:20AM	10:00AM	40min
Period 3	10:00AM	10:45AM	45min
<b>Break</b>	10:45AM	11:10AM	25min
Period 4	11:10AM	11:55AM	45min
Period 5	11:55AM	12:40PM	45min
<b>Break</b>	12:40PM	1:00PM	20min
Period 6	1:00PM	1:40PM	40min
Period 7	1:40PM	2:25PM	45min

- The day begins with the morning assembly, where students recite the National Anthem, celebrate special occasions and receive special announcements.
- During wet weather, students will head directly to their classrooms.

Normal School Day - Except Tuesdays Grades 4-6 Timings			
Period	From	To	Duration
Door Open	7:45AM		
Students Welcoming	8:00AM	8:15AM	15min
Morning Assembly / Protect Ed	8:15AM	8:30AM	15min
Period 1	8:30AM	9:15AM	45min
Period 2	9:15AM	10:00AM	45min
Period 3	10:00AM	10:45AM	45min
<b>Break</b>	10:45AM	11:10AM	25min
Period 4	11:10AM	11:55AM	45min
Period 5	11:55AM	12:40PM	45min
<b>Break</b>	12:40PM	1:00PM	20min
Period 6	1:00PM	1:40PM	20min
Period 7	1:40PM	2:25PM	45min

- The day begins with the morning assembly, where students recite the National Anthem, celebrate special occasions and receive special announcements.
- During wet weather, students will head directly to their classrooms.

<b>Tuesday School Days Grades 1-6 Timings</b>			
<b>Period</b>	<b>From</b>	<b>To</b>	<b>Duration</b>
Door Open	7:45AM		
Students Welcoming	8:00AM	8:15AM	15min
Period 1	8:15AM	8:55AM	15min
Period 2	8:55AM	9:35AM	45min
Period 3	9:35AM	10:15AM	45min
<b>Break</b>	10:15AM	10:35AM	45min
Period 4	10:35AM	11:15AM	25min
Period 5	11:15AM	12:10PM	45min
<b>Break</b>	12:10PM	12:50PM	45min
Period 6	12:50PM	1:30PM	20min
Period 7	1:00PM	1:40PM	20min

## 5. The Primary Years Program:

Duroub Academy's Primary School, which includes both the Primary and KG sections, operates as a unified school community. We offer a broad, balanced, and academically challenging education aimed at fostering independent, self-directed learners. Our curriculum is grounded in the International Baccalaureate (IB) Primary Years Program (PYP), a global framework focused on the holistic development of the child—encompassing physical, social, emotional, and cognitive growth.

The PYP emphasizes an inquiry-based, concept-driven approach to teaching and learning, encouraging students to actively construct meaning. It nurtures life skills and attitudes that promote ethical behavior, critical thinking, problem-solving, and respect for diverse perspectives.

### 5.1 The Academic Program:

#### 5.1.1 Learning and Teaching Objectives:

At Duroub Academy, we are dedicated to providing a stimulating and challenging learning environment that helps students reach their full potential. By the time they graduate, they will embody the qualities of the IB Learner Profile and aspire to become:

**Balanced**  
مُتَوَازِينَ

Understanding the importance of intellectual, physical, and emotional well-being.

**Reflective**  
مُتَأَمِّلِينَ

Continuously assessing their learning and experiences to support their growth and development.

**Risk-taker**  
مُجَازِفِينَ

Showing resilience and determination when facing challenges and embracing new ideas and strategies.

**Thinkers**  
مُفَكِّرِينَ

Applying critical and creative thinking to analyze and solve complex problems.

**Open-minded**  
مُنْفَتِحِينَ

Valuing their own culture while appreciating the values and traditions of others.

### 5.1.1 Learning and Teaching Objectives:

**Knowledgeable**  
مُطَّلَعِينَ

Exploring diverse disciplines and engaging with issues of local and global significance.

**Communicators**  
مُتَوَاصِلِينَ

Expressing ideas confidently and creatively in multiple languages and various forms.

**Inquirers**  
مُتَسَائِلِينَ

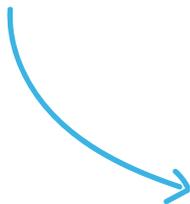
Developing curiosity and research skills, becoming autonomous, lifelong learners.

**Caring**  
مُهْتَمِينَ

Demonstrating empathy and commitment to service, making a positive impact on the world around them.

**Principled**  
ذَوِي مَبَادِئَ

Acting with integrity, fairness, and respect for others, taking responsibility for their actions.



### 5.1.2 The Curriculum Framework:

Duroub Academy's Primary School follows the International Baccalaureate Primary Years Program (IBPYP) curriculum. The PYP aims to create a curriculum that is engaging, relevant, challenging, and significant, achieved through structured inquiry and the essential elements of the Program.

The PYP curriculum is organized into three components:

- **The Written Curriculum:** Outlines what students will learn.
- **The Taught Curriculum:** Describes how educators deliver the PYP.
- **The Assessed Curriculum:** Focuses on principles and practices of effective assessment.

### 5.1.3 The Written Curriculum:

The PYP balances the acquisition of essential knowledge and skills with the development of conceptual understanding, positive attitudes, and responsible action.

**Knowledge:** What do we want students to learn?

Students explore six Transdisciplinary Themes throughout the year, addressing globally significant issues based on commonalities across disciplines. Each unit of inquiry is centered around a Central Idea, with lines of inquiry that deepen exploration. Students in KG1 complete five units of inquiry, while those in KG2 through Grade 5 complete six. The transdisciplinary themes connect Concepts that apply across subjects and real-life contexts.

**These “Trans-disciplinary Themes” are:**

**WHO WE ARE:** An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

**WHERE WE ARE IN PLACE AND TIME:** An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.

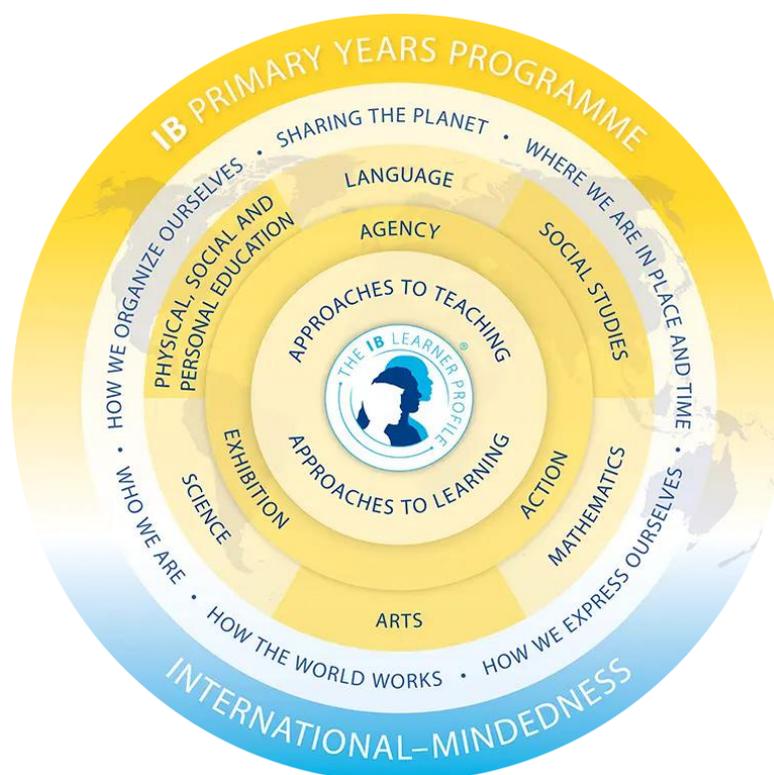
### 5.1.3 The Written Curriculum:

**HOW WE EXPRESS OURSELVES:** An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

**HOW THE WORLD WORKS:** An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

**HOW WE ORGANIZE OURSELVES:** An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

**SHARING THE PLANET:** An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal



## **Concepts: What Do We Want to Learn?**

At the heart of the International Baccalaureate Primary Years Program (PYP) is a commitment to a concept-driven curriculum, which guides inquiry and deepens understanding. Seven key concepts provide direction and meaning to the units of inquiry. Each unit explores three key concepts, helping students develop a more nuanced understanding of the world.

### **The key concepts are:**

#### **- Form: What is it like?**

Everything has a form with recognizable features that can be observed, described, and categorized.

#### **- Function: How does it work?**

Everything has a purpose or behavior that can be investigated.

#### **- Causation: Why is it like it is?**

Events happen for a reason, and understanding cause and effect helps explain them.

#### **- Change: How is it changing?**

Change is a universal and inevitable process of moving from one state to another.

#### **- Connection: How is it connected to other things?**

We live in an interconnected world where systems interact and influence each other.

#### **- Perspective: What are the points of view?**

Knowledge is shaped by perspectives, which lead to different interpretations and understandings.

#### **- Responsibility: What is our responsibility?**

People make choices based on their understanding, and those choices have consequences that affect others.

## **Transdisciplinary Skills: What Do We Want Students to Be Able to Do?**

In the PYP, students develop a set of skills that apply across disciplines and beyond the classroom. These skills are essential for success in learning and life.

### **The five transdisciplinary skills or approaches to learning are:**

- **Thinking Skills:** Knowledge acquisition, comprehension, application, analysis, synthesis, evaluation, critical thinking, and metacognition.
- **Social Skills:** Responsibility, respect, cooperation, conflict resolution, group decision-making, and taking on various roles in group settings.
- **Communication Skills:** Listening, speaking, reading, writing, presenting, viewing, and using non-verbal communication.
- **Self-Management Skills:** Motor skills, spatial awareness, organization, time management, safety, healthy lifestyle, and making informed choices.
- **Research Skills:** Question formulation, observation, planning, data collection, organization, interpretation, and presenting research findings.

### **Action: How Do We Want Students to Act?**

In the PYP, learning extends beyond the classroom and leads to responsible action, initiated by students individually or collaboratively as a result of the learning process. Action reflects student empowerment and is a natural outcome of their learning.

Our role as educators is to create opportunities that allow for student-initiated action, giving them the voice and choice to decide how to address real-world challenges. Action, whether through taking steps or choosing inaction, enables students to apply their learning to complex issues in meaningful ways.

## **Agency:**

Learner agency refers to students having a voice, choice, and ownership over their learning. It empowers them to take meaningful action and see the impact of their decisions.

- **Voice:** Students actively participate in their learning experience.
- **Choice:** Students have a say in how they learn, shaping their educational journey.
- **Responsibility:** Students take ownership of their learning, developing the skills to be lifelong learners.

In a school context, learner's agency shifts the responsibility of learning from teachers to students, enabling them to co-design their learning process, influence outcomes, and become powerful, self-directed learners.

**Strong self-efficacy** fosters greater agency, and a supportive learning community enhances both. When students have agency, the relationship between teacher and student becomes a true partnership.

### **5.1.4 The Taught Curriculum:**

The taught curriculum at Duroub Academy defines how we deliver the PYP written curriculum through structured, purposeful inquiry that actively engages students in their learning. This approach helps students build meaning by:

- Drawing on prior knowledge
- Providing new experiences as provocation
- Offering opportunities for reflection and consolidation

At Duroub Academy, we follow a constructivist approach, where students are central to their learning, fully engaged in inquiry-based experiences that build on their abilities and interests. Teachers act as facilitators, guiding students to collaborate, construct knowledge, and solve problems in a nurturing environment.

### 5.1.5 The Assessed Curriculum:

Assessment is integral to teaching and learning, helping guide students through the five essential elements: knowledge, concepts, skills, attitudes, and action. Assessments inform both students and teachers about progress and help refine teaching strategies.

#### **Assessment Principles:**

- Assessing IB Learner Profile attributes and essential elements.
- Focusing on subject-specific skills and real-world application.
- Using a balanced approach between formative and summative assessments.
- Supporting constructivist learning and student development along a continuum.

#### **Assessment Objectives:**

- Create a positive learning environment and inform students of their progress.
- Help teachers plan and adjust teaching.
- Encourage self-evaluation, reflection, and peer assessment.
- Focus on 21st-century skills that prepare students for future success.

#### **Assessment Practices:**

- **Pre-assessment:** Evaluating prior knowledge at the start of a lesson or unit.
- **Formative Assessment:** Ongoing assessment during the learning process, providing feedback and helping both students and teachers reflect on progress.
- **Summative Assessment:** End-of-unit assessment to demonstrate learning, aligned with objectives and criteria.

#### **Recording:**

Teachers use various methods to gather and record data about student progress, including:

- Observations
- Portfolios of student work
- Open-ended tasks
- Tests and quizzes
- Process-focused and performance assessments
- Reflections and communication (interviews, conferences)

## Reporting:

Reporting provides insight into student learning for students, parents, and teachers, and includes:

- Documentation of learning engagements
- Student portfolios showcasing work and progress, shared with parents after each unit

## Conferences:

- **Student-led:** Students reflect on and share their learning.
- **Parent-teacher:** Bi-annual meetings to discuss progress.
- **Three-way:** Meetings with students, parents, and teachers to discuss learning.

## Report Cards:

Issued three times a year, report cards summarize student learning and progress in each unit of inquiry and PYP elements. They provide a holistic view of what the student knows, understands, and can do.

## PYP Performance Indicators:

PYP Report Card Assessment Scale	
Scale	Descriptor
Exceeds Expectations (E.E)	Learner exceeds grade-level
Meets Expectations (M.E)	Learner meets grade-level expectations, sometimes exceeding
Developing (D)	Learner is approaching grade-level expectations
Emerging (E)	Learner experiences difficulty in meeting grade-level expectations

## **5.1.6 Core Content Areas:**

### **5.2 Languages:**

Language is essential to learning, as it enables students to construct meaning, acquire knowledge, and develop the skills needed for success in life. It is central to all areas of learning, and at Duroub Academy, we believe that all teachers are language teachers. They play a key role in developing students' language skills across the curriculum.

We believe students learn language through interaction, and that by learning language and through language, they become confident communicators and critical thinkers. This helps them develop strong values and ethical principles in an increasingly complex multilingual world. Our language program uses multiple teaching modalities to ensure that all students learn effectively.

We also emphasize multilingualism, as it gives students access to different cultures and fosters appreciation and respect for diversity. Learning more than one language promotes intercultural understanding and international-mindedness, core values of the International Baccalaureate Program. At Duroub Academy, we focus on both English and Arabic to ensure students build strong proficiency in both languages, preparing them for success in the MYP and DP programs.

#### **Language of Instruction:**

Arabic is the primary language of instruction at Duroub Academy, and learners' success depends on their proficiency in the language. From Kindergarten to Grade 3, we focus on building a strong language foundation, ensuring students acquire essential skills for future learning. All teachers are considered language teachers, integrating language development across subjects in meaningful contexts, following the IB PYP Language Scope & Sequence.

In Grades 4 and 5, there is a shift where math and science are taught in English to prepare students for the Middle Years Program (MYP), while social studies continues to be taught in Arabic. By the end of Grade 5, students will confidently express their thoughts and emotions, read and understand increasingly complex texts, and write for various purposes.

### **Learning Language:**

Language is not just a subject but a communicative tool. Learners build their communication skills by using language to construct meaning and interact with others. Oral skills are developed through listening and speaking, while literacy skills are honed through reading and writing. Reading, in particular, plays a crucial role in fostering language learning.

### **Learning Through Language:**

By exploring academic texts, students deepen their cognitive development and enhance their academic language proficiency, enabling them to tackle complex concepts and ideas across subjects.

### **Learning About Language:**

As critical language users, students learn to understand how language conveys meaning and how different linguistic choices vary according to purpose and audience. This empowers them to make thoughtful decisions about their language use in both academic and real-world contexts.

### **Second Language (English):**

At Duroub Academy, English is taught as a second language, playing a vital role in preparing students for success in a globalized world. From an early age, students are immersed in an engaging English language program that builds proficiency in listening, speaking, reading, and writing.

This approach ensures that, by the time students reach Grades 4 and 5, they are ready to transition to learning math and science in English, further enhancing their academic language skills.

English not only serves as a tool for communication but also fosters intercultural understanding and opens doors to diverse perspectives. By the end of their primary years, students are equipped with a strong foundation in both English and Arabic, positioning them for success in the Middle Years Program (MYP) and beyond.

### **5.3 Mathematics:**

In the PYP, mathematics is viewed as a way of thinking and a problem-solving tool, not just a set of facts to memorize. Learning math is a developmental process organized into five strands: data handling, measurement, shape and space, pattern and function, and number. Students construct meaning, apply symbolic understanding, and solve real-life problems through meaningful, engaging, and relevant activities. Math supports inquiry and serves as a global language to make sense of the world. When math concepts are not integrated into the program of inquiry, learning remains inquiry-based with a focus on developing ATL (Approaches to Learning) skills.

### **5.4 Science:**

Science in the PYP explores the biological, chemical, and physical aspects of the natural world, emphasizing their relationships. The content is divided into four strands: living things, Earth and space, materials and matter, and forces and energy. The Program of Inquiry ensures a balanced distribution of science topics across grade levels, enabling students to explore the world scientifically and apply their knowledge to real-life contexts.

### **5.5 Social Studies:**

Social studies in the PYP deepens students' understanding of themselves, others, and their place in a global society. It encourages objective thinking about human behavior and activity. Social studies content is organized into five strands: human systems and economic activities, social organization and culture, continuity and change, human and natural environments, and resources. Learning social studies in context transcends traditional boundaries, making it relevant and meaningful.

### **5.6 The Arts:**

The arts are integral to PYP, providing students with ways to express themselves and understand the world. Through drama, dance, music, and visual arts, students respond to their experiences and engage with historical, social, and cultural perspectives. The arts promote creativity, critical thinking, and problem-solving, as well as skills like empathy and analysis. Arts learning is transdisciplinary and is structured around two strands: responding and creating.

### **5.7 Maker Space:**

In the PYP, the Maker's Space in the Fab Lab integrates science, technology, engineering, and math (STEM) to foster innovative thinking and problem-solving. Through hands-on projects and collaborative activities, students engage in creative exploration and design, developing critical skills that prepare them for the evolving challenges of the 21st century. The Maker's Space encourages curiosity, experimentation, and teamwork, helping students turn their ideas into reality while connecting learning with practical application.

### **5.8 Personal, Social, and Physical Education (PSPE):**

PSPE in the PYP focuses on overall well-being, promoting physical, emotional, cognitive, spiritual, and social health. It helps students understand themselves, build relationships, and adopt healthy, active lifestyles. The PSPE strands are identity, active living, and interactions.

### **5.9 Information and Communication Technology (ICT):**

ICT is integrated into the PYP to enhance learning and support inquiry. At Duroub Academy, technology is a learning tool rather than a separate subject. Students develop six core ICT skills that are transdisciplinary: investigating, creating, communicating, collaborating, organizing, and becoming responsible digital citizens.



## 6. Program of Inquiry:

### KG 1 and KG 2:

	KG 1	KG 2
<b>Who We Are</b>	<p><b>Central Idea:</b></p> <p>Healthy behaviors reflect a person's self-awareness.</p>	<p><b>Central Idea:</b></p> <p>Understanding family roles and responsibilities fosters a sense of belonging and care in society.</p>
<b>How We Express Ourselves</b>	<p><b>Central Idea:</b></p> <p>People communicate feelings, ideas, and cultural traditions across time and place through storytelling and creative expression.</p>	<p><b>Central Idea:</b></p> <p>People use the arts as a form of communication to express emotions, ideas, and cultural identities.</p>
<b>How the World Works</b>	<p><b>Central Idea:</b></p> <p>Changes in nature follow patterns that help us understand the world around us.</p>	
<b>How We Organize Ourselves</b>	<p><b>Central Idea:</b></p> <p>Communities rely on the roles and cooperation of individuals to meet shared needs and goals.</p>	<p><b>Central Idea:</b></p> <p>Transportation systems are designed to meet human needs and impact the way communities function.</p>
<b>Sharing the Planet</b>		<p><b>Central Idea:</b></p> <p>Our actions affect the environment and contribute to sustainability through everyday choices.</p>

## 6. Program of Inquiry:

### Grades (1-5):

	Grade 1
<b>Who We Are</b>	<p><b>Central Idea:</b> Positive relationships contribute to personal growth and a strong sense of identity.</p>
<b>Where We Are in Place and Time</b>	<p><b>Central Idea:</b> A sense of belonging and pride emerges through shared places, symbols, and cultural identity.</p>
<b>How We Express Ourselves</b>	<p><b>Central Idea:</b> Our senses allow us to experience and interpret the world creatively and meaningfully.</p>
<b>How the World</b>	<p><b>Central Idea:</b> Understanding forces and motion helps us discover how things move and interact.</p>
<b>How We Organize Ourselves</b>	<p><b>Central Idea:</b> Community systems are organized to meet people's needs and improve daily life.</p>
<b>Sharing the Planet</b>	<p><b>Central Idea:</b> Animal diversity plays a vital role in maintaining environmental balance and sustainability.</p>

	Grade 2
<b>Who We Are</b>	<p><b>Central Idea:</b> Understanding individual rights and responsibilities promotes fairness and strengthens community life.</p>
<b>Where We Are in Place and Time</b>	<p><b>Central Idea:</b> Cultural heritage connects people across generations and preserves shared identity and values.</p>
<b>How We Express Ourselves</b>	<p><b>Central Idea:</b> Music and sound provide creative opportunities for personal expression and connection.</p>
<b>How the World</b>	<p><b>Central Idea:</b> Innovation drives discovery and problem-solving in the natural world.</p>
<b>How We Organize Ourselves</b>	<p><b>Central Idea:</b> Democratic participation builds collective decision-making and respect for diversity.</p>
<b>Sharing the Planet</b>	<p><b>Central Idea:</b> Sustainability of life depends on protecting Earth's resources and reducing pollution.</p>

## 6. Program of Inquiry:

### Grades (1-5):

	Grade 3
<b>Who We Are</b>	<p><b>Central Idea:</b> Understanding our personal, cultural, and national identities shapes how we interact with the world.</p>
<b>Where We Are in Place and Time</b>	<p><b>Central Idea:</b> Technological advancements open new frontiers for exploration and discovery.</p>
<b>How We Express Ourselves</b>	<p><b>Central Idea:</b> Expressions of justice, equality, and equity influence the stability and development of societies.</p>
<b>How the World</b>	<p><b>Central Idea:</b> The interdependence between plants and ecosystems supports life and ensures sustainability.</p>
<b>How We Organize Ourselves</b>	<p><b>Central Idea:</b> Entrepreneurship and innovation shape economic growth and opportunity.</p>
<b>Sharing the Planet</b>	<p><b>Central Idea:</b> Access to resources influences human survival, development, and social equity.</p>

	Grade 4
<b>Who We Are</b>	<p><b>Central Idea:</b> Biological growth and personal choices together influence human health and well-being across life stages.</p>
<b>Where We Are in Place and Time</b>	<p><b>Central Idea:</b> Human migration and settlement patterns are influenced by environmental, social, and economic factors.</p>
<b>How We Express Ourselves</b>	<p><b>Central Idea:</b> Media shapes our thoughts and actions, influencing how we see the world.</p>
<b>How the World</b>	<p><b>Central Idea:</b> Understanding the forms, transformations, and responsible use of energy supports sustainability and impacts daily life.</p>
<b>How We Organize Ourselves</b>	<p><b>Central Idea:</b> Participation and voice shape governance systems and strengthen democratic values.</p>
<b>Sharing the Planet</b>	<p><b>Central Idea:</b> The interdependence between living organisms and their environments is essential for sustaining life on Earth.</p>

## 6. Program of Inquiry:

### Grades (1-5):

	Grade 5
<b>Who We Are</b>	<p><b>Central Idea:</b> Good health practices support the well-being of the body and its systems, protecting them from potential health challenges.</p>
<b>Where We Are in Place and Time</b>	<p><b>Central Idea:</b> Evidence from past civilizations helps us understand patterns of human change and continuity.</p>
<b>How We Express Ourselves</b>	<p><b>Central Idea:</b> Art enables the expression of ideas, emotions, and experiences in unique individual and collective ways.</p>
<b>How the World</b>	<p><b>Central Idea:</b> Matter can undergo changes that create new substances and affect everyday life.</p>
<b>How We Organize Ourselves</b>	<p><b>Central Idea:</b> Governance and collaboration are essential for achieving peace and addressing global challenges.</p>
<b>Sharing the Planet</b>	<p><b>Central Idea:</b> Understanding energy transformations supports responsible use of sustainable resources.</p>

## 7. Student Portfolio:

The student portfolio is an effective way to collect and document student work, providing evidence of learning and growth. Portfolios showcase students' progress, creativity, assessments, and reflections, allowing them to engage with teachers, peers, and parents in evaluating the quality of their work. Through this process, students can identify strengths, set goals, and recognize areas for improvement. Portfolios also serve to celebrate student successes.

At Duroub Academy, portfolios are digital and managed through the Toddle platform, providing easy access for students, teachers, and parents to review and reflect on student progress in real time.

## 8. Homework:

At Duroub Academy, homework is designed to support and enrich student learning without causing overload. It is purposeful, clearly communicated by teachers, and connected to classroom learning. Homework helps students reinforce key skills, develop independence, and link learning to real-life situations, while keeping parents informed and involved in their child's education.

Homework is aligned with the learning outcomes of the Unit of Inquiry and provides opportunities for students to explore concepts in new contexts. Teachers are responsible for providing timely feedback and ensuring homework tasks are manageable and meaningful.

### Types of Homework:

- **Skill-based Homework:** Reinforces subject-specific or general learning skills, such as language practice and math problem-solving.
- **Preparation Homework:** Prepares students for upcoming lessons through reading, research, or gathering materials.
- **Inquiry-based Homework:** Encourages exploration of new topics through research or pre-lesson activities.
- **Completion Homework:** Finishes assignments started in class.
- **Extension Homework:** Challenges students to apply class concepts in new ways, fostering deeper understanding.
- **Creative/Integration Homework:** Combines multiple skills and subjects, often over an extended period, such as projects or reports.

### Weekend Reading Only:

At Duroub, we value family time. To promote balance, weekend homework will consist only of reading assignments. Students are encouraged to complete reading logs and reflections, which are due on Sunday. This helps ensure they don't feel pressured while allowing families to spend quality time together.

### Parental Role:

- Provide a regular time and space for homework.
- Encourage independence.
- Avoid correcting assignments.
- Help with time management.
- Communicate with teachers if homework is too difficult or easy.

Grade Level	Day	Subject	Time Allocated	Additional Information
<b>KG 1 and KG 2</b>	Varies	Assigned based on individual student needs	As needed	Parents are encouraged to support reading and writing development
<b>Grades (1-5)</b>	Sunday	Reading Only	Check the assigned timings for each grade below	Reading log & reflection to be submitted every Sunday
	Monday	Math - Arabic		
	Tuesday	English - UOI (Unit of Inquiry)		
	Wednesday	Math - Arabic (Spelling Biweekly)		
	Thursday	English (Spelling Biweekly) - UOI		
<b>All Grade Levels</b>		Homework will be sent on Thursday for the following week		Every Thursday, a file containing two stories (Arabic and English) will be sent home with a reflection assignment which is due by Sunday.

**\*Note: Homework for single subjects will be assigned from Monday to Thursday only.**

**Time Allocated:**

Grade Level	Time
<b>KG 1 and KG 2</b>	As Needed
<b>Grade 1</b>	10-30 Minutes Daily
<b>Grade 2</b>	30-45 Minutes Daily
<b>Grade 3</b>	30-60 Minutes Daily
<b>Grade 4</b>	30-60 Minutes Daily
<b>Grade 5</b>	45-60 Minutes

**Reading for Pleasure:**

At Duroub Academy, we foster a love of reading through a variety of genres and forms. Reading is an essential part of language development, and we expect students to read for 20 minutes daily. Parents are encouraged to read with younger students to build foundational skills. For book selections, students can borrow books from our library or use the Kutubi platform to access additional resources.

We believe in the importance of family time, so during weekends, only reading assignments are given. This approach helps reduce pressure on students while encouraging parents to support reading at home.

**Field Trips:**

As part of our Unit of Inquiry, your child will have the opportunity to participate in educational field trips designed to enrich their learning experience. These trips are an integral part of the PYP curriculum, offering students a chance to deepen their understanding through hands-on exploration and engagement with the world beyond the classroom. They provide a valuable link between academic learning and real-world experiences.

Prior to each trip, we will send a detailed letter outlining the itinerary and any essential information, along with a consent form for your child's participation.

## 9. Behavioral Expectations:

At Duroub Academy, we aim to create a positive learning environment where students can develop the attributes of the IB Learner Profile and collaborate to reach their full potential. Clear and consistent behavioral expectations are set, and both teachers and students agree on essential agreements at the start of the year, with respect being the cornerstone of our code of conduct.

### Anti-Bullying Policy:

Our school is committed to creating a safe and respectful environment where everyone is treated with kindness. Bullying—whether it’s teasing, name-calling, hitting, excluding someone, or being mean online—is not allowed. If a student is being bullied or sees bullying happening, they are encouraged to tell a trusted adult, such as a teacher or counsellor. We promise to listen, support everyone involved, and work to stop the bullying. Remember, everyone at our school has the right to feel safe and valued. We all play a part by being kind, standing up for others, and including everyone.

### Student Expectations:

- Model the IB Learner Profile attributes.
- Attend all classes, complete homework, and arrive on time.
- Show respect for self, peers, staff, and property.
- Follow instructions and be well-prepared.
- Use appropriate language and refrain from bullying.
- Use technology responsibly and wear the full uniform.
- Stay in designated areas and maintain personal hygiene.

### Specific Expectations in Different Settings:

- **Assemblies:** Arrive on time, line up quietly, and participate in the national anthem.
- **Recess:** Play safely and stay in assigned areas.
- **Hallways:** Walk slowly and respect displays.
- **Cafeteria:** Practice good manners and clean up after eating.
- **Library:** Maintain a quiet atmosphere, respect materials, and use computers for academic purposes.
- **Bus:** Remain seated with seatbelts fastened and speak quietly to avoid distractions.

## 10. Academic Honesty:

Academic honesty is essential to authentic learning at Duroub Academy. Students are responsible for their own work and must understand behaviors that constitute academic misconduct, such as plagiarism or using unpermitted resources. Teachers model academic honesty and guide students in citing sources and completing work ethically.

### Approaches to Learning:

- **Self-management and Social Skills:** Encourage independence and ethical group participation.
- **Research and Communication Skills:** Emphasize proper citation of sources.
- **Creative Work:** Teach students to respect intellectual property and cite all multimedia used in projects.
- **Independent Work:** Begin teaching citation and bibliographies starting in Grade 5, with respect and responsibility at the core.

## 11. The Role of Parents:

At Duroub Academy, parents are valued partners in the learning journey of our students. By participating as guest speakers, parents provide unique perspectives that enhance the students' learning experience and help them make connections between classroom learning and the real world. We encourage parents to share their expertise and real-world experiences, offering students insights into various fields and professions.

## 12. Health and Safety:

- A school nurse is available on campus daily from 7:45 AM to 2:30 PM to handle medical cases.
- Children with a fever of 38°C (100.4°F) or higher, or with contagious illnesses, should stay at home until fully recovered.
- Common symptoms that require staying at home include active sneezing/coughing, runny nose, colored discharge, sore throat, discharge from eyes, diarrhea, vomiting, rash, body aches, or difficulty breathing.

### **Evacuation Procedures (Fire/Earthquake):**

- The Head of Security organizes regular evacuation drills, some announced and others unannounced.
- During an evacuation, all individuals on campus must leave belongings behind and exit the building promptly.

### **13. Cafeteria:**

Duroub Academy's cafeteria is catered by Crumz, offering students and staff a variety of healthy, fresh food. Students in Grades (1-5) can purchase food using Jordanian Dinars or Zain Cash Bracelets.

#### **Pre-KG and KG Students' Lunch:**

Pre and KG students are required to bring a healthy lunch box daily. Please avoid sending nuts, eggs, sweets, chocolate, chips, popcorn, or candy. Peanut butter and Nutella are strictly prohibited due to allergies.

### **14. Attire:**

At our school, we believe that a neat and tidy appearance supports a positive learning environment and fosters a respectful and focused culture at Duroub. To help maintain this standard, we kindly ask parents to ensure that their children come to school with neatly groomed hair and refrain from wearing nail polish.

Proper footwear is essential for safety and active participation in school activities, so please ensure that your child wears closed-toe shoes, such as sneakers or school-appropriate shoes.

Slippers, Crocs, or sandals are not permitted, as they do not provide the support and protection needed for a busy school day. We appreciate your cooperation in helping your child adhere to these guidelines.

- Students are expected to wear the school uniform every day.
- Students should wear the designated PE uniform on days they have physical education classes.

## 15. Leave:

For the safety and well-being of all students, we have established the following guidelines regarding changes in student pick-up:

### Notification Deadlines:

If parents or guardians of bus students wish to pick up their child from school instead of using the bus service, they must notify the school no later than 11:00 AM on the day of the change.

### Pick-Up by Someone Other than the Parent or Guardian:

In cases where a student will be picked up by someone other than the parent or guardian, the school must be informed by 11:00 AM. The person picking up the child must be authorized in advance and present valid identification upon arrival.

Please ensure that these changes are communicated on time to help us manage the transportation and safety of all students effectively.

## 16. Communication:

Duroub Academy maintains an open-door policy. Parents are welcome to address concerns with administration or the principal. Meetings with teachers can be scheduled upon request or through Toddle during school hours only.

For inquiries, you can contact us by calling +962796301111, or on the

Department	Email	Type of Inquiry
Admissions	Admissions@duroub.edu.jo	Admissions & KG/Primary Inquiries
KG	KG@duroub.edu.jo	KG Inquiries
Primary	Primary@duroub.edu.jo	Primary Inquiries
Accounting	Accounting@duroub.edu.jo	Accounting Inquiries
IT	IT@duroub.edu.jo	IT Inquiries
Nurse	Nurse@duroub.edu.jo	Nurse Inquiries