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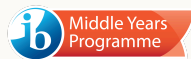


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MIDDLE YEARS PROGRAMME

Parent & Student Handbook

Grades 6–10 · MYP Years 1–5



*An IB World School authorised for the
Diploma Programme, and a candidate
school for the Primary Years and Middle
Years Programmes.*

2026–2027

Contents

This handbook is organised into nine parts. Read it alongside RVIS's full policies, available from the school office and website.

A	About RVIS	01
	Mission, vision & values · the IB Continuum · key contacts	
B	School Life & the School Day	07
	Timetable, calendar, attendance, conduct, the House Programme, uniform, transport	
C	Understanding the MYP	27
	The model, learner profile, concepts, contexts & ATL	
D	The MYP Curriculum at RVIS	33
	Eight subject groups · Service as Action · the Personal Project	
E	Assessment & Reporting	40
	Criteria, grades, a worked example, moderation & Toddle	
F	Promotion Policy	51
	Grading scale, probation, retention & progression	
G	Graduation Requirements	56
	Pathways, credits, SAT, service & internship	
H	Semester Awards & Recognition	60
	Academic honours & character awards	
I	Policies, Appeals & Glossary	63
	Policy summaries · appeals & complaints · glossary of terms	

PART A

About RVIS

Who we are, what we believe, and how this handbook is organised — with the key people you can contact.



Collaborative, inquiry-led learning at RVIS

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- 01 About RVIS
 - 02 Mission, Vision & Core Values
 - 03 The IB Continuum at RVIS
 - 04 How to Use This Handbook
 - 05 Key Contacts

About RVIS

Riffa Views International School (RVIS) is a non-profit, co-educational international school in the Kingdom of Bahrain, serving students from Nursery through Grade 12.

Since its establishment, RVIS has been committed to providing a rigorous, inquiry-based education that blends global standards with strong ties to Bahraini culture and values. The school was authorised for the International Baccalaureate Diploma Programme in 2013. RVIS is a candidate school for the IB Primary Years Programme and the IB Middle Years Programme, and is pursuing authorisation as part of its development towards becoming an IB Continuum School.

With small class sizes and a personalised approach to learning, RVIS fosters creativity, collaboration, and critical thinking while preparing students to thrive in an increasingly interconnected world. Our modern campus and innovative initiatives, such as Ignite Days, support the school's mission to lead the future of learning while cultivating responsible and engaged global citizens.

RVIS is accredited by the **Council of International Schools (CIS)** and the **Middle States Association (MSA)**, and has been rated **Outstanding** by the Bahrain Education & Training Quality Authority (BQA). These external endorsements reflect the school's commitment to high standards in teaching, learning, leadership, and student wellbeing.

Mission, Vision & Core Values

OUR MISSION

We empower all students through inquiry-based education to become active, compassionate, and lifelong learners who thrive in our globally complex world while honouring Bahraini values.

OUR VISION

To be a unique beacon of educational excellence that seamlessly blends Bahraini heritage with international standards, inspiring students to become innovative leaders and responsible global citizens.

THE IB MISSION

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. RVIS aligns with this mission by fostering lifelong learners and compassionate leaders rooted in Bahraini values and global citizenship.

Core Values

Excellence	We pursue the highest standards in all we do.
Integrity	We act with honesty, respect, and ethical responsibility.
Inclusivity	We celebrate diversity and ensure every student thrives.
Innovation	We embrace creativity and forward-thinking approaches.

The IB Continuum at RVIS

RVIS is developing a coherent IB continuum that will carry a single educational philosophy across a student's whole journey with us. The school is authorised for the Diploma Programme and is a candidate school for both the Primary Years Programme and the Middle Years Programme.

PROGRAMME	GRADES	STATUS	FOCUS
PYP	1–5	Candidate school	Transdisciplinary, inquiry-led learning that develops curiosity, agency, and foundational skills.
MYP	6–10	Candidate school	A broad, concept-driven curriculum that connects learning to the real world and builds independence.
DP & Pathway Diploma	11–12	Authorised 2013	Rigorous, university-preparatory study leading to recognised qualifications.

Each programme shares the IB mission, the IB Learner Profile, and a commitment to international-mindedness, so that the transition from one stage to the next is smooth and progressive. This handbook covers Grades 6 to 10 (MYP Years 1 to 5). It includes forward-looking information about Grades 11 to 12 pathways to support families in planning their child's full academic journey at RVIS.

How to Use This Handbook

This handbook is organised into nine parts.

- **Part A** introduces RVIS.
- **Part B** covers school life and the operational information families need day to day.
- **Part C** explains the MYP framework.
- **Part D** describes the curriculum and the subjects offered at each grade.
- **Part E** sets out how learning is assessed and reported.
- **Part F** sets out the Promotion Policy for MYP students.
- **Part G** provides graduation requirements.
- **Part H** describes semester awards and recognition.
- **Part I** provides policy summaries, the appeals and complaints process, and a glossary.

IB CANDIDATE STATEMENT

Riffa Views International School is a candidate school* for the Primary Years Programme and the Middle Years Programme. This school is pursuing authorisation as an IB World School. These are schools that share a common philosophy — a commitment to high quality, challenging, international education — that Riffa Views International School believes is important for our students.

*Only schools authorised by the IB Organisation can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), or the Career-related Programme (CP). Candidate status gives no guarantee that authorisation will be granted.

For further information about the IB and its programmes, visit www.ibo.org

Key Contacts

ROLE	NAME	CONTACT
Head of School	Michael Donaldson	mdonaldson@rvis.edu.bh
Head of Secondary	Noora Al Khalifa	nalkhalifa@rvis.edu.bh
Vice Principal	Issam Kobrsi	ikobrsi@rvis.edu.bh
MYP Coordinator	Oleighe Fghaly	ofghaly@rvis.edu.bh
DP Coordinator	Mervat Awamleh	mawamleh@rvis.edu.bh
Secondary & College Counsellor	Safa Khalaf	skhalaf@rvis.edu.bh
Counsellor & Learning Support	Jana Janahi	jjanahi@rvis.edu.bh
Learning Support	Dizzy Airoidi	dairoidi@rvis.edu.bh
Student Supervisor	Jason Russell	jrussell@rvis.edu.bh
School Nurse	Sabeeka Yaqoob	nurse@rvis.edu.bh +973 1656-5013
Secondary Office	Alaa Shuaib	ashuaib@rvis.edu.bh +973 1656-5026
Middle School Office	Grades 6–8	middleschool@rvis.edu.bh
High School Office	Grades 9–12	highschool@rvis.edu.bh

The Middle School and High School Office addresses are also the addresses for academic appeals. See Part I.

School Life & the School Day

The day-to-day information families need: the school day, the calendar, attendance, conduct, the House Programme, wellbeing, and communication.

01 The School Day & Bell Schedule

02 Academic Calendar 2026–2027

03 Attendance · Behaviour & Conduct

04 The RVIS House Programme

05 Wellbeing · Safeguarding · Communication

06 Uniform · Devices · Transport · Trips · Health

The School Day

The school day is structured to give students a settled, purposeful start and clear transitions between lessons.

ITEM	TIME
School gates open	7:30 AM
Teachers in classrooms by	7:30 AM
Gates close	7:55 AM
Students in their Period 1 classroom by	8:00 AM
Attendance registration taken	Start of Period 1
Pass time between lessons	5 minutes
End of day · Sunday–Wednesday	2:15 PM
End of day · Thursday (short day)	1:00 PM

Students are expected to arrive before the teacher begins instruction in each lesson. A five-minute pass time is provided between classes to move promptly to the next room. Thursdays are short days, ending at 1:00 PM, enabling teachers to engage in professional development, collaborative planning, and moderation, which directly supports the quality and consistency of teaching and learning.

Timetable Structure

RVIS operates a **six-day rotation cycle**, labelled Day 1 through Day 6, which rotates continuously through the school week regardless of public holidays. The rotation ensures that no single subject is always taught at the same time of day. Sunday to Wednesday are regular days; Thursday is a short day for students, ending at 13:00.

Bell Schedule

RVIS follows a six-period day. Regular days (Sunday–Wednesday) run 50-minute periods; Thursday is a short day with 40-minute periods.

Sunday–Wednesday

Regular day • ends 14:15

SEGMENT	TIME	DUR.
Period 1	08:00–08:50	50
Passing	08:50–08:55	5
Period 2	08:55–09:45	50
Passing	09:45–09:50	5
Period 3	09:50–10:40	50
Snack	10:40–11:00	20
Period 4	11:00–11:50	50
Passing	11:50–11:55	5
Period 5 *	11:55–12:45	50
Lunch	12:45–13:25	40
Period 6	13:25–14:15	50

Thursday

Short day • students end 13:00

SEGMENT	TIME	DUR.
Period 1	08:00–08:40	40
Passing	08:40–08:45	5
Period 2	08:45–09:25	40
Passing	09:25–09:30	5
Period 3	09:30–10:10	40
Snack	10:10–10:30	20
Period 4	10:30–11:10	40
Passing	11:10–11:15	5
Period 5 *	11:15–11:55	40
Lunch	11:55–12:20	25
Period 6	12:20–13:00	40

* **Period 5** is the flexible daily period — Advisory, Enriched Learning Time (ELT), TOK, PE, CAS, or Islamic Studies, depending on the student's year group and programme. Durations are shown in minutes.

Academic Calendar 2026–2027

Key dates and events. Dates marked with an asterisk (*) are subject to moon-sighting confirmation. Families are encouraged to avoid scheduling non-school activities during examination and assessment periods.

DATE	EVENT
31 Aug 2026	First Day of School
2 Sep	Parent Coffee Morning with Leadership
9 Sep	Secondary Back to School Night
17 Sep	College Night / University & College Fair
27 Sep–1 Oct	Secondary Fall MAP Testing — Semester 1
18–22 Oct	Fall Break
5 Nov	End of Quarter 1
12 Nov	Secondary Parent-Teacher Conferences — Semester 1
10 Dec	National Day Celebration
13 Dec–3 Jan	Winter Break
6 Jan 2027	Parent Coffee Morning with Leadership
24–28 Jan	Secondary Final Exams — Semester 1
28 Jan	Final Day of Semester 1

Academic Calendar 2026–2027 (continued)

DATE	EVENT
8 Feb	Secondary Reports to Parents — Semester 1
7 Feb*	Ramadan begins at sundown
11 Feb	High & Middle School Awards — Semester 1
16 Feb	Grade 10 Parents Meeting — Course Selection, College Prep, DP
28 Feb–14 Mar*	Spring Break
15 Apr	End of Quarter 3
23 Apr–14 May	IB DP Exams
25 Apr	Secondary Parent–Teacher Conferences — Semester 2
16–20 May*	Eid Al Adha Holiday
29 May	Class of 2027 Graduation Ceremony
30 May–3 Jun	Secondary Final Exams — Semester 2
21 Jun	Grade 8 Moving Up Ceremony
22 Jun	High & Middle School Awards — Final
30 Jun	Reports to Parents — Sem 2 / Last Day of School

Attendance & Punctuality

Consistent attendance is one of the strongest predictors of student success. RVIS expectations reflect both the school's standards and its obligations under the laws of the Kingdom of Bahrain, including Law No. 27 of 2005, and Ministry of Education regulations on monitoring and reporting absence.

85%

Minimum attendance expected across the year, excluding authorised absences

15%

Missing this share of a subject's lessons without valid excuse means failing that subject

RVIS expects a minimum of 85% attendance across the academic year, excluding authorised absences. This threshold applies to each subject as well as to the year overall. A student who misses more than 15% of a subject's scheduled lessons without valid excuse has not accessed enough of the course to be assessed reliably, and will fail that subject for the year.

Attendance is recorded by period for every scheduled lesson on Toddle. Missed work for excused absences must still be completed.

How absence is classified

Authorised excused	Approved for a valid reason such as illness, a medical appointment, a family emergency, or a school-approved activity; documentation may be required.
Unauthorised unexcused	Without a valid reason or prior approval, including travel or leisure scheduled during school time.
Truancy	Deliberate absence from a lesson or the school day without permission, even if on campus; treated as a serious breach.
Tardy	Arrival after the official start time; late arrivals without a valid reason are recorded as unexcused tardies.

How attendance is monitored

ATTENDANCE FALLS BELOW	WHAT HAPPENS
95%	The advisor notes the pattern and raises it at the next conference.
90%	The Student Supervisor contacts home. The conversation is recorded.
85%	Formal letter from the Vice Principal. An attendance contract is agreed with the family, and the risk of subject failure is stated in writing.
10 days absent without valid reason	Reported to the Ministry of Education under Children Missing Education (CME) protocols and treated as a potential welfare concern. This is a safeguarding measure and operates independently of the academic thresholds above.

A decision that a student has failed a subject on attendance grounds is made by the Head of Secondary on the recommendation of the Head of Department, is communicated to the family in writing, and may be appealed. See Part I.

Please ensure your child attends regularly, notify the school promptly of any absence, provide documentation when required, and avoid scheduling non-urgent appointments during school hours. Full details are in the RVIS Attendance & Punctuality Policy.

Behaviour & Code of Conduct

RVIS promotes a safe, respectful learning environment in which students develop self-discipline and take responsibility for their actions. Behaviour expectations are positive and restorative in approach, considering the age and stage of each student, the nature of any incident, and the student's individual circumstances.

Our expectations align with the RVIS Discipline Policy, which is aligned to the Bahrain Ministry of Education Student Discipline Regulation (Ministerial Decision No. 279 of 2025). These expectations apply to conduct on campus, during electronic and virtual learning, and on school trips and activities organised by the school or the Ministry.

How responses are determined

When determining a response to any infraction, the school considers the student's age, stage, and level of understanding; the nature of the infraction and the harm caused; the student's academic and behavioural record; whether the student has additional learning needs; and any circumstances beyond the student's control.

Where required, a Student Discipline Committee, chaired by the Head of School and including the school counsellor, investigates the matter and determines proportionate measures.

Where work is found not to be the student's own, it provides no valid evidence of that student's achievement, and no level can be awarded for the criteria it was intended to assess. The student may be required to complete a new or alternative task so that valid evidence can be gathered. Disciplinary consequences are recorded separately from academic achievement, and are set out in the RVIS Discipline Policy and the RVIS Academic Integrity Policy.

Infractions & Consequences

The regulation classifies infractions into four categories of increasing seriousness. This is a parent-friendly overview; it is not exhaustive, and the full RVIS Discipline Policy governs in all cases.

CATEGORY	EXAMPLES	RANGE OF CONSEQUENCES
1 minor	Repeated lateness; entering or leaving class without permission; absence without valid excuse; incomplete work; not bringing materials; uniform violations.	Guidance & counselling; verbal then written warning; parent meeting & undertaking if repeated; additional tasks; suspension from activities or trips.
2	Breaching rules; mistreating a student or staff; disruption; misusing technology; spreading rumours; leaving school without permission; unauthorised devices; smoking.	Written warning & parent undertaking; additional tasks; apology; confiscation of devices; suspension from class 1–10 days with social tasks.
3	Bullying or assault; damage, vandalism, or theft; obstructing learning; unauthorised recording; misuse of IT systems and accounts.	Written warning & undertaking; transfer to another class; transport suspension; suspension 10 days–one semester.
4 most serious	Indecent material; harassment or assault; weapons or dangerous materials; alcohol or drugs; impersonation; incitement of discord; forging documents.	Suspension 10 days–one academic year with social tasks; cancellation of semester results; for the most serious cases, transfer to the Ministry of Education home study system, under which a student completes the academic year off campus and sits examinations as an external candidate.

Consequences are applied proportionately and, wherever possible, restoratively. The school may suspend a student for up to three school days, renewable, pending investigation of a Category 2–4 matter, while ensuring the student is supported to catch up academically.

The RVIS House Programme

Every RVIS secondary student belongs to one of four school houses from the first day of school and remains in their house throughout their time at RVIS. The House Programme builds community, school spirit, and a sense of belonging across year groups, with friendly competition throughout the year.

AWAL

House of the green plains

A

DELMON

House of the open sky

D

TYLOS

House of the sun

T

ARADOUS

House of the deep waters

A

How points are earned

Houses earn points across six categories throughout the year:

- **Academic** — quiz bowls, competitions, science fairs, Math Olympiad, Model UN
- **Sports & Physical** — inter-house tournaments, sports day, fitness, sportsmanship
- **Arts & Culture** — talent shows, art exhibitions, music, International Day displays
- **Community & Character** — service initiatives, acts of kindness, attendance
- **Spirit & Engagement** — cheer competitions, themed days, house decorating
- **STEM & Innovation** — robotics, coding, engineering design challenges

Scoring & Recognition

ACTIVITY	POINTS
Win an inter-house sports match	10
Sportsmanship award (voted by staff)	8
Best house cheer / chant at an event	10
Most students dressed up on theme days	8
Teacher-nominated act of kindness	5
Most improved attendance (per term)	15
Most improved grades (per term)	10
Win a quiz bowl round	8
House service initiative	10
Wildcard / surprise events (staff-announced)	5–15

The House service initiative award goes each term to the House that plans and delivers a student-initiated service project, recognising initiative, collaboration, and perseverance rather than accumulated hours.

Roles

House Captain student-elected	Rallies the house, tracks points, and represents the house at events.
House Mentor staff	Verifies points, supports the Captain, and awards spontaneous kindness points.
House Council 3–5 students	Helps organise house activities and boost participation.

Rewards

Weekly	Leading house name displayed on the school leaderboard.
End of term	Trophy and a house privilege (e.g. a free-dress day).
End of year	Grand Trophy displayed in school and house photo on the Wall of Champions.
Individual	Top point-earners within each house receive a personal shout-out at assembly.

Rules

- Every student is assigned to a house on their first day and remains in that house throughout their time at RVIS.
- Points are logged by the House Captain and verified by the staff House Mentor.
- No points can be deducted — only earned.
- In a tie at year end, a sudden-death Spirit Challenge decides the champion.

The House Programme is intentionally positive: it rewards participation, character, and contribution — not just winning — so every student can help their house succeed.

Student Wellbeing

Student wellbeing is central to success in the MYP. RVIS provides structured wellbeing support through its counsellors, the Student Supervisor, and advisory teachers, who monitor each student's social, emotional, and academic progress.

Every student is part of an **Advisory** class with an assigned advisor. Through Advisory, teachers introduce students to life skills and career knowledge, and provide ongoing wellbeing support — helping students develop self-management, healthy relationships, and the resilience to manage the demands of adolescence. Advisory also serves as a consistent point of contact between home and school.

Safeguarding & Child Protection

RVIS is committed to the safety and welfare of every student. The school follows safeguarding protocols including those related to Children Missing Education (CME): where a student of compulsory school age is absent for 10 consecutive or non-consecutive school days within an academic year without valid reason, the case is reported to the Ministry of Education and treated as a potential welfare concern.

Any safeguarding concern should be raised immediately with the Designated Safeguarding Lead. The Designated Safeguarding Lead is announced to students, staff, and families at the start of each academic year, so that everyone in the community knows who to approach.

Full details are set out in the RVIS Child Protection & Safeguarding Policy and the RVIS Anti-Bullying Policy, both available from the school office and website.

Communication Between Home & School

The main channels are Toddle (tasks, feedback, criterion levels, attendance, reports), email and official announcements, and scheduled conferences. To direct your query quickly, please use the contacts below. If a concern is not resolved at the first point of contact, it may be escalated to the Head of School.

YOUR CONCERN	CONTACT
Academic, behaviour & matters unresolved with teachers	Noora Al Khalifa Head of Secondary
Behaviour & attendance	Issam Kobrsi Vice Principal
Academic, social & college counselling, Grades 10–12	Safa Khalaf Counsellor
Academic & social counselling, Grades 6–9	Jana Janahi Counsellor & Learning Support
Learning support	Dizzy Airoidi Learning Support
Student welfare	Jason Russell Student Supervisor
Diploma Programme matters	Mervat Awamleh DP Coordinator
MYP programme matters	Oleighe Fghaly MYP Coordinator
Any other concerns	Alaa Shuaib Secondary Office
If a concern remains unresolved	Michael Donaldson Head of School

Uniform & Appearance

Students wear the RVIS uniform correctly on campus, on school transport, and on educational visits unless a non-uniform day has been announced.

Daily uniform	RVIS polo shirt and school pants.
PE kit	Worn on days when a student has Physical & Health Education.
Outerwear	Plain black, navy, or grey sweaters and hoodies.
Footwear	Closed shoes. For safety reasons, sandals, Crocs, and slippers are not permitted.
Jewellery	Large or statement jewellery should not be worn to school. The school cannot take responsibility for personal items that are lost or damaged.

Uniform is available from House of Uniforms. Where a family faces difficulty obtaining uniform, please contact the Secondary Office in confidence.

Repeated failure to wear uniform correctly is a Category 1 infraction and is addressed through guidance and, if it continues, contact with home.

Devices & Digital Citizenship

Technology is an integral part of learning at RVIS. Students are expected to use devices responsibly, demonstrate good digital citizenship, and respect others online.

Mobile phones

Grades 6 to 10 — Phones are placed in pouches at the start of the school day and collected at the end. Students should not carry phones during lessons or between them.

Grades 11 and 12 — Phone use is at the discretion of the classroom teacher. Students put phones away when asked, without discussion.

Learning devices

Personal devices used for learning are covered by the RVIS Acceptable Use Agreement, signed by students and parents at the start of each year. Students are responsible for arriving with a charged device.

Photography and recording

Photographing, filming, or audio recording students or staff without permission is a Category 3 infraction.

Misuse of devices is addressed in accordance with the RVIS Discipline Policy.

Enriched Learning Time (ELT)

ELT is embedded in the school day and provides students with structured access to extracurricular activities and clubs. Rather than taking place after school, ELTs are timetabled as part of the school day, ensuring that all students can participate regardless of transport or other commitments. Students select their ELT at the start of each term.

Beyond the academic programme, RVIS offers a range of opportunities for students to develop their talents, leadership, and interests — sport, the arts, clubs, leadership roles, and competitions. Participation supports the development of the IB Learner Profile and complements Service as Action. Some ELTs offered are:

- Robotics & Coding
- Model UN
- Chess
- Public Speaking & Debate
- Math Club
- Innovation Club
- Podcast
- Student Council
- National Honor Society
- DECA (entrepreneurship)
- Science Olympiad
- Essay Club
- Fine Arts Club
- Environmental Club



Enriched Learning Time — sport, clubs, and the arts within the school day

School Transport

School transport is provided through an external transport provider. The service is available to students commuting locally within Bahrain and to students travelling from Saudi Arabia.

Registration is required for all students wishing to use the service, and places are limited. Details of routes, fees, and registration are issued to families at the start of each academic year and are available from the Secondary Office.

Changes of address or route should be sent to the Secondary Office, which will coordinate with the provider.

Behaviour on school transport is covered by the RVIS Discipline Policy, and the same expectations apply as on campus.

Educational Visits & Trips

Educational visits and trips enrich the curriculum and support Service as Action and international-mindedness. The same standards of behaviour and safeguarding apply as on campus.

Written parental consent is required for every visit. Families receive details of the purpose, itinerary, supervision arrangements, and any cost in advance. Medical and dietary information must be provided on the consent form.

Every visit is risk-assessed and approved by the Head of Secondary before it is offered to families. Supervision ratios are set according to the nature of the activity and the age of the students.

Curriculum-linked visits during the school day form part of the taught programme and attendance is expected. Where a visit carries a cost, no student is excluded on financial grounds; families should contact the Secondary Office in confidence.

Health & Medical

Any medical matter should be addressed with the school nurse, Sabeeka Yaqoob, at nurse@rvis.edu.bh or +973 1656-5013. All medication must be handed to the nurse and taken under the nurse's supervision; students should not medicate themselves unsupervised.

Please inform the nurse of any ongoing medical condition, allergy, or medication requirement so that appropriate support and, where needed, an individual care plan can be arranged. Students with a diagnosed severe allergy must have current emergency medication held at the clinic.

Students must be free of fever, vomiting, and diarrhoea for 24 hours before returning to school. Immunisation records are required at enrolment and must be kept current in line with Ministry of Health requirements.

In a medical emergency the school will administer first aid, contact parents immediately, and arrange transfer to hospital where clinically necessary.

Contingency & Online Learning

In the event of a school closure or a need for remote provision, RVIS continues teaching and learning online through Toddle and virtual classes. Arrangements are communicated to families promptly through official channels.

Attendance is recorded for every scheduled online lesson on the same basis as on campus. Students are expected to join on time, with cameras on unless a teacher directs otherwise, and to participate actively.

Assessment continues, with workload managed appropriately. Summative tasks are adjusted for the online context: teachers prioritise tasks that evidence the process of learning — drafts, recorded explanations, and structured discussion — over timed tests that cannot be reliably invigilated. Students should not face more than one summative deadline per day during a closure.

Academic integrity expectations are unchanged. Where a task cannot be securely invigilated, teachers design it so that authenticity can be established from the process rather than the product alone. Conduct expectations apply in full to online learning, as set out in the RVIS Discipline Policy, which is aligned to Ministry of Education regulations and covers electronic and virtual learning.

Wellbeing support continues. Advisors maintain regular contact with their advisory group, and counsellors remain available to students and families throughout any period of closure.

PART C

Understanding the MYP

The framework that shapes your child's five years with us — the learner at the centre, the eight subject groups, and how it all connects.

01 What Is the MYP?

02 The IB Learner Profile

03 The MYP Model

04 Key & Related Concepts · Global Contexts

05 Approaches to Learning & Teaching

06 International-Mindedness

What Is the MYP?

The IB Middle Years Programme is a curriculum framework designed for students aged 11 to 16.

At RVIS it spans five years, MYP Year 1 to Year 5, which correspond to Grades 6 to 10. These are pivotal years in which young people establish their identity, build self-esteem, and develop the skills to learn independently.

The MYP encourages students to make practical connections between their studies and the real world. It is academically rigorous and broad: students continue to study all eight subject groups throughout the programme, rather than specialising early. The programme culminates in the Personal Project in Grade 10, an independent piece of work that allows each student to explore an area of personal interest.

MYP Years at RVIS

MYP YEAR	GRADE	MYP YEAR	GRADE
1	Grade 6	4	Grade 9
2	Grade 7	5	Grade 10
3	Grade 8	—	—

Grade 10 (MYP Year 5) is the culminating year, when every student completes the Personal Project.

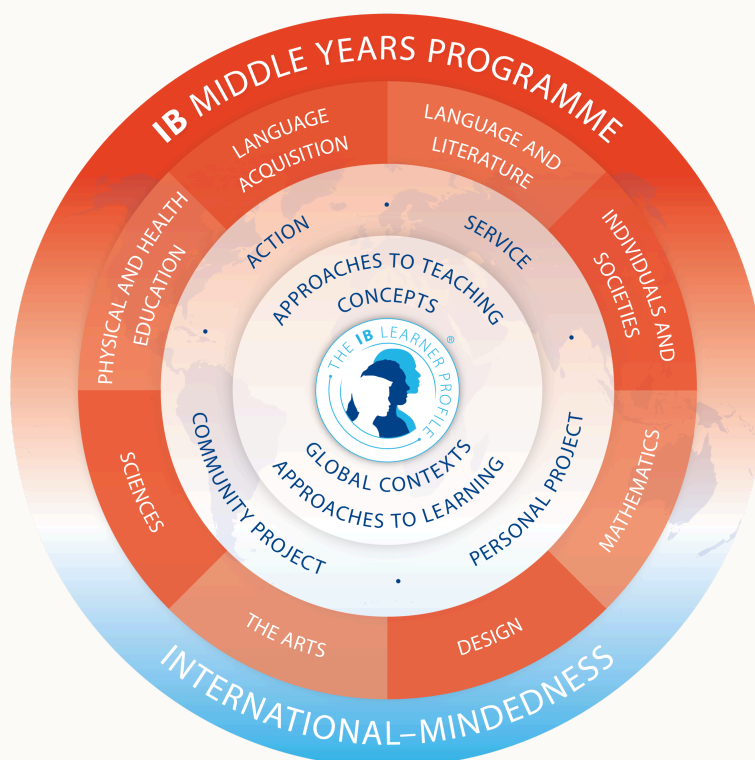
The IB Learner Profile

A broad range of human capacities and responsibilities that go beyond academic success. RVIS students and staff strive to embody these ten attributes.

Inquirers	We nurture our curiosity, developing skills for inquiry and research, and sustain a love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines.
Thinkers	We use critical and creative thinking to analyse and take responsible action on complex problems.
Communicators	We express ourselves confidently and creatively in more than one language and collaborate effectively.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and take responsibility for our actions.
Open-minded	We critically appreciate our own cultures and the values and traditions of others, and grow from the experience.
Caring	We show empathy, compassion, and respect, and act to make a positive difference in the lives of others.
Risk-takers	Courageous — we approach uncertainty with forethought and determination, and are resourceful and resilient.
Balanced	We balance the intellectual, physical, and emotional aspects of our lives to achieve wellbeing.
Reflective	We thoughtfully consider the world and our own ideas and experience to support our learning and development.

The MYP Model

The programme is represented as a series of rings around the student, who is placed at the centre of all learning.



The student at the centre. Every element is designed around the learner and the Learner Profile.

Approaches to teaching & learning. How teachers teach (inquiry) and how students learn (transferable skills).

Concepts & global contexts. Learning is concept-driven and set in meaningful real-world contexts.

Eight subject groups. A broad, balanced curriculum, connected through interdisciplinary learning, service, and the Personal Project.

The MYP model shows two projects. The Community Project is completed by students in programmes that end at MYP Year 3 or 4. Because RVIS offers the full five years, our students complete the Personal Project in Grade 10 (MYP Year 5). See Part D.

Key & Related Concepts

The MYP is concept-driven. Key concepts are powerful, transferable ideas that reach across all subjects, while related concepts deepen understanding within a subject. RVIS teaching is framed around the sixteen key concepts:

- Aesthetics
- Change
- Communication
- Communities
- Connections
- Creativity
- Culture
- Development
- Form
- Global interactions
- Identity
- Logic
- Perspective
- Relationships
- Systems
- Time, place & space

Global Contexts

Global contexts give learning relevance by connecting it to the wider world. MYP teaching and assessment are framed within six global contexts:

Identities & relationships	Who am I? Who are we?
Orientation in space & time	Personal histories; journeys; turning points.
Personal & cultural expression	The ways we create, value, and express.
Scientific & technical innovation	How we understand and adapt the world.
Globalisation & sustainability	The interconnectedness of human systems.
Fairness & development	Rights, access, equity, and consequences.

Approaches to Learning

Approaches to Learning (ATL) are the transferable skills that help students learn how to learn. They are taught and practised across every subject and are central to success in the Personal Project, the Diploma Programme, and beyond. The five ATL skill categories are:

Communication	Exchanging information through interaction and through reading, writing, and using media.
Social	Collaboration — working effectively with others.
Self-management	Organisation, affective skills, and reflection.
Research	Information and media literacy.
Thinking	Critical, creative, and transfer thinking.

Approaches to Teaching

MYP teaching at RVIS is based on inquiry: lessons move students from their existing understanding to new and deeper understanding through questioning, investigation, and reflection. Teaching is concept-focused, set in context, collaborative, differentiated, and informed by assessment.

International-Mindedness

International-mindedness is a core aim of every IB programme. At RVIS it is expressed through multilingualism, intercultural understanding, and engagement with global issues, all rooted in and enriched by Bahraini heritage and values.



Inquiry and active thinking across every subject

PART D

The MYP Curriculum at RVIS

Eight subject groups, studied in balance across all five years — connected through interdisciplinary learning, service, and the Personal Project.

01 The Eight Subject Groups

02 Subjects Offered by Grade · Standards

03 Language & Interdisciplinary Learning

04 Service as Action

05 The Personal Project

The Eight Subject Groups

All students study all eight groups throughout the programme, ensuring a broad and balanced education. Each is delivered for the minimum teaching hours required by the IB.

SUBJECT GROUP	FOCUS
Language & Literature	Analytical and communicative skills developed through the study of literary and non-literary texts.
Language Acquisition	The study of an additional language, developing communication and intercultural understanding.
Individuals & Societies	Inquiry into historical, geographical, social, economic, political, and cultural factors.
Sciences	Investigation of the natural world through inquiry, observation, and experimentation.
Mathematics	Development of logical, abstract, and critical thinking and problem-solving.
Arts	Creating, performing, and presenting in visual and performing arts.
Physical & Health Education	Knowledge, skills, and attitudes for a balanced, healthy, and active life.
Design	Human-centred problem solving through the design cycle and emerging technologies.

In line with Bahrain Ministry of Education requirements, all students also study Arabic, Islamic Studies, and Bahrain-specific courses such as Citizenship, integrated into the timetable alongside the MYP subject groups.

Subjects Offered by Grade

A course list for Grades 6 to 10; detailed course descriptions are provided in the subject-selection materials and on Toddle.

SUBJECT GROUP	COURSE(S) OFFERED	GRADES
Language & Literature	English Language & Literature — all students Arabic Language & Literature (Language A) — students working at first-language level in Arabic	All
Language Acquisition	Arabic (Language B) — Grades 6–8 Grades 9–10: Arabic for Arabic-speaking students; Spanish or French for non-native speakers	All
Individuals & Societies	Integrated Humanities (history, geography, civics)	All
Sciences	Integrated Sciences (biology, chemistry, physics)	All
Mathematics	Mathematics (Standard & Extended in Grades 9–10)	All
Arts	Visual Art and Music (Grades 6–8) Visual Art (Grades 9–10)	All
Physical & Health Ed.	Physical and Health Education (PHE)	All
Design	Design (product and/or digital design)	All
MoE Required	Arabic (native / non-native), Islamic Studies, Citizenship / Bahrain Studies	Mandated

Curriculum Standards & Alignment

Our MYP units are mapped against recognised international standards frameworks:

Common Core State Standards (CCSS)	Mathematics and Language Arts
Next Generation Science Standards (NGSS)	Sciences
C3 Framework for Social Studies State Standards	Individuals & Societies
SHAPE America National Standards	Physical & Health Education
Bahrain Ministry of Education requirements	Arabic, Islamic Studies, and Citizenship

Arts and Design are mapped directly against the MYP subject-group objectives. Standards define what students should know and do; MYP criteria define how that learning is demonstrated and assessed.

Language of Instruction

English is the language of instruction at RVIS. All students study English in the Language & Literature group. Arabic is taught to all students in line with national requirements, and is offered at two levels: Arabic Language & Literature for students working at first-language level, and Arabic Language Acquisition for students learning Arabic as an additional language. Students are placed at the level and phase appropriate to their proficiency.

From Grade 9, Arabic-speaking students continue with Arabic, and non-native speakers may select Spanish or French, continuing at the phase appropriate to their proficiency.

Students who study both English and Arabic at Language & Literature level meet the MYP language requirement through two language and literature courses, which the IB permits for students working at first-language level in two languages.

RVIS values and supports students' mother-tongue development and multilingualism. Full details are set out in the RVIS Language Policy.

Service as Action

Service as Action is a required component of the MYP. It extends learning beyond the classroom and into the community, helping students become caring, principled, and globally engaged citizens.

At RVIS, every student in Grades 6 to 10 engages in service each year and records it through reflections and journals on Toddle, supported by their advisor. Service as Action is not graded on the 1–7 scale. It is monitored for genuine engagement and quality of reflection against the seven learning outcomes below.

The Seven Learning Outcomes

Through Service as Action, students work towards seven learning outcomes. They:

- 1 Become more aware of their own strengths and areas for growth;
- 2 Undertake challenges that develop new skills;
- 3 Discuss, evaluate, and plan student-initiated activities;
- 4 Persevere in action;
- 5 Work collaboratively with others;
- 6 Develop international-mindedness through global engagement, multilingualism, and intercultural understanding;
- 7 Consider the ethical implications of their actions.

The outcomes are developmental. They are not intended to be met by every student in every activity, or in every year of the programme.

Service as Action is not measured in hours. Students demonstrate their engagement through reflection against the seven learning outcomes, reviewed with their advisor each semester. Quality of reflection and genuine engagement, not volume of activity, determine satisfactory completion.

Separately, RVIS requires students to complete a minimum of 40 documented community service hours as a condition of graduation. This is an RVIS school requirement, not an IB one, and is recorded through the Counselling Office. A single experience may count towards both. See Part G.

Interdisciplinary Learning

Interdisciplinary learning helps students integrate knowledge from two or more subjects to understand an issue, solve a problem, or create a product in ways that a single subject could not. At RVIS, students complete at least one interdisciplinary unit each year in Grades 6 to 10. These units are co-designed, co-taught, and co-assessed by teachers from different departments, and are assessed against the MYP interdisciplinary criteria.

The Personal Project

The culminating experience of the MYP, completed by all students in Grade 10 (MYP Year 5).

It is an independent, student-directed project that consolidates the Approaches to Learning skills developed throughout the programme and allows each student to explore a meaningful goal of personal interest. Students spend at least **25 hours** across the stages of the project, supported by a supervisor and a structured timeline of checkpoints.

The stages of the project

01	02	03	04	05
Develop a proposal	Investigate & plan	Take action — create	Reflect on the process	Present at exhibition

Required components

Every student maintains a **process journal** throughout the project. This is the record of thinking, decisions, setbacks, and changes of direction, and it is the primary evidence for Criterion B.

Every student meets their supervisor at least three times: at proposal, at mid-point, and before submission. Meetings are recorded.

Every student completes and signs the MYP Personal Project academic honesty form, countersigned by the supervisor. A project cannot be submitted without it.

The Personal Project is assessed against the three MYP Personal Project criteria — A Planning, B Applying skills, C Reflecting — each marked from 0 to 8, and standardised through school-wide moderation. Explicit instruction in academic integrity and citation is built into the process. Once RVIS is authorised for the MYP, Personal Projects will additionally be externally moderated by the IB.

Assessment & Reporting

How learning is assessed against the MYP criteria, converted to a 1–7 grade, moderated for fairness, and reported to families through Toddle.

01 Philosophy · Formative & Summative

02 The Four Criteria · Final Grades

03 A Worked Grading Example

04 Moderation · Reporting · Toddle

05 Homework · Integrity · Inclusion

06 Supporting Your Child at Home

Our Assessment Philosophy

The main purpose of assessment at RVIS is to improve student learning. Assessment also informs teaching and communicates achievement to students, teachers, and parents. In the MYP, assessment is criterion-related: students are assessed against published subject criteria rather than ranked against one another or required to clear lower levels before attempting higher ones.

Assessment is designed to be valid, reliable, fair, and formative in its impact. It supports learning, provides accurate evidence of achievement against MYP objectives, promotes positive attitudes and motivation, and develops student agency through reflection, goal-setting, and self-assessment.

Formative & Summative Assessment

**Formative
for learning**

Ongoing and embedded in daily teaching — quizzes, discussions, exit tickets, drafts, and reflections that provide feedback to help students improve. Frequent low-stakes checks are expected in every lesson.

**Summative
of learning**

Takes place at the end of a unit and evidences achievement against the subject objectives — investigations, performances, essays, presentations, projects, and examinations.

Feedback on summative tasks is criterion-referenced and normally provided within five school days. RVIS uses **Green Pen Reflection**: students respond to feedback in green pen to correct, extend, and reflect — reinforcing ownership of their learning.

The Four MYP Criteria

Every MYP subject assesses four objectives, labelled Criterion A–D. The criteria differ by subject, but there are always four, and each is marked on a scale of 0 to 8.

SUBJECT GROUP	A	B	C	D
Language & Literature	Analysing	Organising	Producing text	Using language
Language Acquisition	Comprehending spoken & visual text	Comprehending written & visual text	Communicating	Using language
Individuals & Societies	Knowing & understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing & understanding	Inquiring & designing	Processing & evaluating	Reflecting on impacts of science
Mathematics	Knowing & understanding	Investigating patterns	Communicating	Applying maths in real-life contexts
Arts	Investigating	Developing	Creating / Performing	Evaluating
Physical & Health Ed.	Knowing & understanding	Planning for performance	Applying & performing	Reflecting & improving
Design	Inquiring & analysing	Developing ideas	Creating the solution	Evaluating

Each criterion has a maximum of 8 achievement levels, so the sum of the four criteria gives a total out of **32** for each subject.

Each of the eight subject groups is assessed against four criteria. The Personal Project and interdisciplinary units are assessed against three criteria, each also marked from 0 to 8.

Determining Final Grades (1–7)

Teachers determine a best-fit level for each criterion based on the range and balance of evidence across the year, rather than mechanically averaging task scores. The four levels are added to a total out of 32, then converted to a 1–7 grade.

GRADE	/ 32	DESCRIPTOR	LABEL
7	28–32	High-quality, frequently innovative work with sophisticated understanding.	Excellent
6	24–27	High-quality, occasionally innovative work with extensive understanding.	Very Good
5	19–23	Generally high-quality work with secure understanding.	Good
4	15–18	Good-quality work with basic understanding and minor gaps.	Satisfactory
3	10–14	Acceptable-quality work with some significant misunderstandings.	Mediocre
2	6–9	Limited-quality work with frequent gaps in understanding.	Poor
1	1–5	Very limited work with major gaps in understanding.	Very Poor
0	0	Insufficient evidence to award a level.	—

A level can only be awarded on the basis of evidence. Where no work is submitted for a criterion, there is nothing to assess and no level can be awarded; the criterion is recorded as 0. This is not a penalty — it is the absence of evidence. Students are given every opportunity to submit, including through Academic Support, precisely so that a judgment can be made on their actual achievement.

Understanding Achievement Levels

Each MYP criterion is scored on a scale of 0 to 8. The levels are grouped into four bands, each describing the quality of what a student has demonstrated.

LEVEL	BAND	WHAT IT MEANS
0	—	No evidence submitted or insufficient evidence to award a level.
1–2	■ Limited	A basic, partial, or inconsistent understanding of the criterion.
3–4	■ Adequate	An adequate understanding with some gaps or errors.
5–6	■ Substantial	A substantial and mostly accurate understanding.
7–8	■ Excellent	Sophisticated, thorough, and consistent command of the criterion.

Within each band, the lower number (e.g. 5) indicates the student is at the entry point of that range, while the higher number (e.g. 6) indicates they are performing firmly within it.

The following pages walk through a full-year worked example for MYP Language & Literature, showing how criterion evidence builds into a final subject grade.

Worked Example

MYP Language & Literature, Grade 8, full academic year. Each of the four criteria is assessed at least twice across the year. The example below shows the teacher's best-fit judgment at the end of each semester, and how both semesters are weighed together for the final annual grade.

The four criteria for Language & Literature

A — Analysing	Understanding and interpreting texts; making inferences supported by evidence.
B — Organising	Structuring writing logically and coherently with effective paragraphing and transitions.
C — Producing Text	Writing for a specific purpose, audience, and style.
D — Using Language	Applying grammar, vocabulary, punctuation, and conventions accurately.

Semester 1 — all four criteria assessed

CRITERION	WHAT THE STUDENT DID	LEVEL
A — Analysing	Identified key themes and supported ideas with textual evidence; analysis was at times surface-level.	5
B — Organising	Logically structured with a clear introduction and conclusion; paragraph transitions were inconsistent.	5
C — Producing	Clear voice and engagement; lacked sustained development of ideas.	4
D — Language	Generally accurate grammar and vocabulary; errors in punctuation and sentence variety.	5

Semester 1 total: 19 / 32 → Subject Grade 5 (Good)

Semester 2 — all four criteria assessed again

CRITERION	WHAT THE STUDENT DID	LEVEL
A — Analysing	Perceptive connections between texts; analysis was detailed and well-supported with evidence.	7
B — Organising	Argument clearly developed and logically sequenced; effective topic sentences and transitions throughout.	6
C — Producing	Purposeful and engaging persuasive speech; tone and register sustained; strong audience awareness.	6
D — Language	Precise and varied vocabulary; grammar and punctuation largely accurate with occasional minor errors.	6

Semester 2 total: 25 / 32 → Subject Grade 6 (Very Good)

End-of-Year Final Grade

With two data points per criterion, the teacher determines a final best-fit level by reviewing both semesters together — weighing the most recent evidence while considering the full picture.

CRITERION	S1	S2	FINAL	RATIONALE
A — Analysing	5	7	6	Significant growth. 6 reflects the consolidated body of evidence across the year rather than a single high point.
B — Organising	5	6	6	Consistent improvement; Semester 2 evidence is convincing and sustained.
C — Producing	4	6	6	Marked growth. Semester 2 evidence is convincing and repeated across tasks, so the higher level is the best fit.
D — Language	5	6	6	Sustained improvement with convincing evidence at the higher level in Semester 2.
Total	19	25	24	Final Subject Grade 6

Final total = 24 → Final Subject Grade 6. The student ends the year at a Very Good level, showing clear and consistent growth from Semester 1 to Semester 2. Criterion A shows how best-fit works: a single level 7 does not automatically produce a 7 for the year, because the judgment is made across the whole body of evidence. Where improvement is convincing and repeated, as in Criterion C, the higher level is awarded.

How Often Criteria Are Assessed

Each of the four criteria is assessed at least twice over the academic year in every subject, spread across units to ensure balance and fairness. In practice, subjects typically assess two criteria each term and rotate them so that all four are covered by mid-year and assessed two to three times by the end of the year.

Standardisation & Moderation

To ensure grades are consistent and reliable across different teachers and classes, RVIS teachers standardise their judgments before, during, and after assessment tasks. They use common anchor papers, cross-moderate a representative sample of student work, and record their decisions. This means a grade in one class carries the same meaning as the same grade in another.

Reporting & Conferences

- **Progress reports** in the middle of each semester, with learning comments and current criterion snapshots on Toddle.
- **End-of-semester reports** with a finalised 1–7 grade for each subject, criterion levels, and an Approaches to Learning narrative.
- **Parent–teacher conferences** held twice a year, following each progress report, where families meet subject teachers to discuss progress, criterion levels, and next steps. Conference dates are shown in the academic calendar.



Feedback that moves
learning forward

TODDLE • YOUR WINDOW INTO LEARNING

Toddle is the official learning management system at RVIS and the single source of truth for MYP criterion levels and feedback. Families can monitor tasks, rubrics, feedback, criterion levels, and reports — and are encouraged to log in regularly and to use Toddle alongside conferences.

Homework & Practice

Homework is assigned only when it consolidates learning, prepares students for new learning, or extends inquiry. It is not graded for achievement unless it is explicitly part of a summative task. To avoid overload, each subject publishes its summative assessment windows on a shared Secondary assessment calendar, and students should generally not face more than two summative deadlines on the same day.

Late & Missing Work

On-time submission is expected. If a student misses a deadline without an approved extension, the work is recorded as “missing” in Toddle and the school contacts home, usually within 24 hours. Students may be required to attend Academic Support to complete the task. Behavioural consequences address organisation and responsibility; they do not reduce a level that evidence supports. Where no work is submitted, however, there is no evidence to assess and no level can be awarded for that criterion. Valid reasons such as illness, family circumstances, or religious observance qualify for extensions, agreed in advance where possible.

Academic Support runs during the timetabled Period 5 flexible period and in a scheduled after-school session. Where a student is required to attend and after-school attendance is not possible because of transport, the in-day session is used. No student is penalised for a transport constraint outside their control.

Reassessment

Acting on feedback is a routine part of formative work. For summative tasks, one targeted opportunity to demonstrate improved achievement may be offered. The decision rests with the Head of Department, not the individual teacher, so that practice is consistent across classes in the same subject. Reassessment collects new evidence for the same criteria, is set and moderated by the department, and follows the same moderation protocols as the original task.

Academic Integrity

Academic integrity is fundamental to the MYP. Students receive explicit instruction in paraphrasing, citation, the limits of collaboration, the responsible use of AI tools, and data ethics. Teachers design tasks that require evidence of the learning process. Where a concern arises, the teacher gathers evidence and meets the student, notifies the Head of Department, MYP Coordinator, and parents, and applies an educational and proportionate response, which may include completing a new or alternative task. Incidents are logged in the academic integrity register. Full details are set out in the RVIS Academic Integrity Policy.

Inclusion & Access Arrangements

RVIS is committed to inclusive assessment. Access arrangements mirror those allowed by the IB where they do not change the skill being assessed — for example extended time, a reader, a scribe, assistive technology, or alternative formats. Decisions are documented by the Inclusion Team and shared with teachers. Language learners may be supported with scaffolds such as glossaries and simplified task language that do not alter what is being assessed.

MYP Completion

At the end of Grade 10, RVIS issues an internal certificate of participation and completion that acknowledges each student's achievement across the subject groups, the Personal Project, and Service as Action. This is an RVIS certificate.

RVIS is a candidate school for the MYP. MYP eAssessment and ePortfolios, which lead to the IB MYP Certificate, become available to schools following authorisation. RVIS does not currently register students for MYP eAssessment. Families will be informed well in advance if and when this changes, together with the subjects involved and any associated cost.

Supporting Your Child at Home

Parents are key partners in learning. You can support your child by:

- Checking Toddle regularly for tasks, feedback, and the assessment calendar;
- Encouraging consistent routines for study, reading, and the use of teacher feedback;
- Talking with your child about their goals, reflections, and the Approaches to Learning skills they are developing;
- Attending conferences and reporting events;
- Contacting the relevant teacher, Head of Department, or counsellor early if you have any concerns.

As a guide, students should expect approximately:

Grades 6–7 — 45 to 60 minutes of homework per evening across all subjects

Grades 8–9 — 60 to 90 minutes per evening

Grade 10 — 90 to 120 minutes per evening, rising during Personal Project and assessment periods

These are guides, not targets. If your child is routinely spending substantially more or less time than this, please contact their advisor — it is useful information for us.

Promotion Policy

How promotion decisions are made for MYP Secondary students (Grades 6–10), based on final subject grades, attendance, and fulfilment of programme requirements.

01 MYP Grading Scale & Core Subjects

02 Support & Academic Probation

03 The Promotion Decision Table

04 Recovery Assessment & Grade 10 Progression

MYP Grading Scale

All MYP subjects are graded on the IB 1–7 scale. Each subject is assessed across four criteria (each out of 8, total out of 32), converted to a final grade using the boundaries below. The minimum passing grade is 4.

GRADE	/ 32	DESCRIPTOR	STATUS
7	28–32	High-quality, frequently innovative work.	Passing
6	24–27	High-quality, occasionally innovative work.	Passing
5	19–23	Generally high-quality work, secure understanding.	Passing
4	15–18	Good-quality work, basic understanding, minor gaps.	Min. standard
3	10–14	Significant misunderstandings.	Failing
2	6–9	Frequent gaps in understanding.	Failing
1	1–5	Major gaps in understanding.	Failing

Core Subjects

For the purposes of this policy, the following are designated as core subjects:

- Language & Literature (Language A)
- Mathematics
- Language Acquisition (Language B)
- Sciences

Support & Academic Probation

The purpose of this policy is to identify difficulty early and put help in place, so that retention is genuinely the last resort.

Academic Probation

At the mid-semester review, students who receive a grade of 3 or below in any subject will be placed on Academic Probation, and parents will be formally notified in writing.

- Students on Academic Probation meet with the Head of Secondary, the Secondary Counsellor, and their parents to establish a structured support plan.
- Students on probation in one or more **core** subjects are assigned mandatory academic support sessions.
- If an end-of-semester grade remains 3 or below in any subject, probation status is reviewed and formally communicated to parents before the following semester.

Academic Probation is a support mechanism, not a penalty: its purpose is to put help in place early so that students can recover and meet the promotion standard.

Promotion Standard

Students who achieve a final grade of **4 or above in all subjects** and have met the school's attendance requirements (a minimum of 85% across the year — see Part B) are promoted to the next grade level.

Where a student does not meet that standard, the decision is made using the table below. The table is read from the top; the first row that describes the student is the row that applies.

End-of-Year Promotion Decisions

END-OF-YEAR PROFILE	DECISION	REQUIRED ACTION
Grade 4 or above in all subjects; attendance met	Promoted	None
Grade 4 or above in all subjects; attendance below 85%	Promoted with attendance condition	Attendance contract agreed with the Vice Principal; reviewed at the end of Quarter 1
Grade 3 in one non-core subject	Promoted	Support plan in that subject
Grade 3 in one core subject	Promoted with concern	Formal letter of concern; support plan; reviewed at mid-semester
Grade 3 in two subjects, at most one of which is core	Promoted on probation	Academic Probation with a mandatory intervention plan from the first week of the new year
Grade 3 in two or more core subjects	Retained	Retention meeting with the Head of Secondary, the Secondary Counsellor, and parents before the end of the academic year
Grade 3 or below in three or more subjects of any type	Retained	Retention meeting as above
Grade 3 or below in the same core subject in two consecutive years	Recovery Assessment	A grade of 4 leads to promotion. Otherwise the student is retained and is not eligible for a further Recovery Assessment in that subject

Limits on retention. A student may not be retained in the same grade more than once, may not be retained in two consecutive grades, and may not be retained in more than two grade levels across Grades 6 to 10.

Any promotion, retention, or Recovery Assessment decision may be appealed. See Part I.

The Recovery Assessment

A Recovery Assessment is a set of tasks covering all four criteria of the subject, designed to give the student a fair opportunity to demonstrate the achievement the year's evidence did not show. It is not a single examination.

It is set and moderated by the Head of Department, not by the individual class teacher. Access arrangements apply as they would for any assessment.

Recovery Assessments take place in August, before the start of the new academic year. Families are notified in writing no later than the last day of school, together with the syllabus content covered and the preparation expected over the summer.

The outcome is a best-fit judgment across the four criteria, converted to a 1–7 grade in the usual way. A grade of 4 or above leads to promotion. There is no charge for a Recovery Assessment.

Grade 10 Progression

Grade 10 is the gateway to a graduation pathway.

Students in Grade 10 who meet the promotion standard and have fulfilled all MYP programme requirements — including the Personal Project and Service as Action — are eligible to progress to Grade 11 and select a graduation pathway.

Students in Grade 10 who do not meet the promotion standard are reviewed individually by the Head of Secondary and Secondary Counsellor to determine the most appropriate course of action, which may include a Recovery Assessment, retention, or an alternative academic pathway.

The three graduation pathways available from Grade 11 are set out in Part G: the RVIS Diploma, the RVIS Diploma with IB Course Certificates, and the Dual Diploma (RVIS Diploma and full IB Diploma).

Graduation Requirements

Forward-looking context about the pathways available after Grade 10, to support course-selection planning. The full Graduation Requirements Policy (RVIS-2025-011) is available from the school office and website.

01 RVIS Academic Pathways

02 MYP Completion & High School Credits

03 SAT · Service · Internship

RVIS Academic Pathways

This section gives forward-looking context to support course-selection planning, particularly for Grade 10 students and families joining in the earlier years. The requirements span Grades 9 to 12 and draw from three sources: **IB programme requirements** (e.g. CAS and the Extended Essay), **RVIS school policies** (e.g. the internship credit and the 40-hour service threshold), and **Bahrain MoE regulations** (e.g. mandatory Arabic, Islamic Studies, and Citizenship credits). Where the source matters, it is noted.

On successful completion of MYP Year 5 (Grade 10), students may pursue one of three graduation pathways in Grades 11–12:

RVIS Diploma

A broad and rigorous programme leading to the RVIS High School Diploma, recognised by local and international institutions.

RVIS Diploma with IB Course Certificates

The RVIS Diploma alongside individual IB Diploma Programme courses, externally assessed by the IB.

Dual Diploma: RVIS Diploma & Full IB Diploma

Both diplomas simultaneously, including six academic subjects, the Extended Essay, Theory of Knowledge, and CAS. Recommended for students targeting selective universities.

MYP Completion Requirements

To complete the MYP and become eligible for any graduation pathway, students must:

- Complete courses from all eight MYP subject groups;
- Participate in scheduled interdisciplinary units;
- Fulfil Service as Action requirements in each year of the programme;
- Complete and submit the MYP Personal Project in Grade 10;
- Meet minimum expectations in MYP subject-group assessments;
- Uphold academic integrity and behavioural expectations.

High School Academic Credits (Grades 9–12)

SUBJECT AREA	CREDITS
English	4
Arabic & World Languages	4
Mathematics	4
Science	3
Social Studies	3
Electives & Design	6
Physical Education	2
Theory of Knowledge (Dual Diploma pathway)	2 in place of two elective credits
Islamic Studies	1
Citizenship	1
Total	26–28

Students who do not take Islamic Studies and Citizenship graduate with a minimum of 26 credits. Students who take both graduate with 28.

Bahraini and Arab national students complete additional courses in Arabic Language, Islamic Studies, and Arabic Social Studies in accordance with Ministry of Education regulations, and graduate with 28 credits. The full course profile for each group is available from the Secondary Office.

Internship Credit

All students in Grades 10–12 must complete at least one supervised internship of a minimum 20 documented hours before graduation. Internships must be pre-approved, include a written reflection and supervisor evaluation, and be coordinated through the Counselling Office.

SAT Requirement

All students complete the SAT by the end of Grade 12. The preparation pathway is:

GRADE	ASSESSMENT	DATE
Grade 8	PSAT 8/9	15 October 2026
Grade 9	PSAT 8/9	14 October 2026
Grade 10	PSAT 10	8 April 2027
Grade 11	PSAT/NMSQT	13 October 2026
Grade 12	Official SAT	By arrangement

Service

Students meet service requirements from two sources: the IB, through the programme they are following, and RVIS, through its own graduation requirement.

Service as Action — MYP, Grades 6 to 10 [IB requirement]

Required in every year of the MYP. Students engage in at least one sustained service experience per year and reflect against the seven MYP learning outcomes. Expressed qualitatively; no hours are counted. Completion is a condition of MYP completion and of progression from Grade 10.

CAS — Full IB Diploma, Grades 11 to 12 [IB requirement]

Creativity, Activity, Service: a core IB requirement completed over 18 months and including a CAS Project.

RVIS Community Service Hours — Grades 6 to 12 [RVIS school requirement]

A minimum of 40 documented community service hours before graduation, logged and verified through the Counselling Office. This is an RVIS requirement and applies to students on all three graduation pathways. Experiences undertaken for Service as Action or for CAS may be counted towards these hours.

PART H

Semester Awards & Recognition

RVIS recognises student achievement and character at a formal Awards Assembly twice a year — at the end of Semester 1 (11 February 2027) and at the end of the year (22 June 2027).



01 Academic Honours

02 Character & Achievement Awards

03 Subject Awards

Academic Honours

AWARD	CRITERIA
Honours	Semester GPA of 5.5 and above.
High Honours	Semester GPA of 6.0 and above.

Awarded at the end of each semester on the basis of that semester's final grades, which are finalised at moderation ahead of the awards assembly and issued to families with the semester report. Students must be in good standing for attendance and conduct to be eligible.

HOW SEMESTER GPA IS CALCULATED

Grades 6 to 8 — the unweighted mean of a student's final 1–7 grades across all subjects taken in that semester, including Ministry-mandated subjects, rounded to one decimal place.

Grades 9 to 12 — grades are weighted to reflect both the credit value and the level of the course, so that more demanding courses carry greater weight. The weighted result is rounded to one decimal place.

Full details of how the weighting is applied are available from the Secondary Office.

Character & Achievement Awards

AWARD	WHAT IT RECOGNISES
IB Learner Profile Award	A student who consistently and authentically demonstrates one or more of the ten IB Learner Profile attributes in daily school life.
Perseverance Award	A student who has shown exceptional determination, resilience, and effort in overcoming challenges, academic or personal.
Community Contribution Award	A student who has made a significant positive impact on the school community through leadership, contribution, teamwork, or service.
Outstanding Attendance	A student who has maintained exemplary attendance and punctuality throughout the semester.

Subject Awards

AWARD	WHAT IT RECOGNISES
Subject Excellence	Awarded in each subject to the student with the highest level of achievement and consistent command of the subject criteria.
Most Improved	Awarded in each subject to the student who has shown the greatest growth in achievement, effort, and engagement.

Nominations are made by subject teachers and advisors against the published criteria, and are reviewed by the secondary faculty and pastoral care team together, so that every nominated student is considered by more than one adult. Final decisions rest with the Head of Secondary. Subject Excellence and Most Improved are decided within departments on the basis of criterion evidence. All recipients must be in good standing with the RVIS Code of Conduct.

Policies, Appeals & Glossary

Summaries of the policies behind this handbook, how to raise a concern or appeal a decision, and a glossary of terms.

01 Related RVIS Policies

02 Concerns, Complaints & Appeals

03 Glossary of Terms

Related RVIS Policies

This handbook summarises key information for families. Read it alongside the school's full policies, which are reviewed annually and available from the school office and website.

POLICY	WHAT IT COVERS
Assessment Philosophy	How learning is assessed, recorded, standardised, and reported, including the full MYP framework.
Language Policy	The language of instruction, language acquisition provision, and support for multilingual learners.
Academic Integrity Policy	Expectations for honest work, citation, collaboration, AI use, and the procedure when concerns arise.
Inclusion / SEN Policy	Provision and access arrangements for students with additional learning needs (Students of Determination).
Attendance & Punctuality	Attendance expectations, intervention thresholds, safeguarding links, and recognition.
RVIS Discipline Policy	Behaviour expectations, rewards, and the restorative and consequence framework. Aligned to Ministry of Education regulations.
Child Protection & Safeguarding	Safeguarding procedures, the Designated Safeguarding Lead role, and CME reporting.
Anti-Bullying Policy	Definition, reporting routes, response, and monitoring.

Concerns, Complaints & Appeals

RVIS welcomes feedback and aims to resolve concerns quickly and fairly.

Raising a concern

Please raise a concern first with the person closest to the matter, normally the subject teacher, the advisor, or the counsellor. Most concerns are resolved at this stage. If it is not resolved, it may be referred to the relevant Head of Department or to the Head of Secondary, and thereafter to the Head of School.

We aim to acknowledge every concern within two school days and to respond substantively within ten school days. Where a matter requires longer, we will say so and give a date.

Appealing an academic decision

A family may appeal a final subject grade, a promotion or retention decision, a Recovery Assessment outcome, or a decision that a subject has been failed on attendance grounds.

Appeals are made in writing within ten school days of the decision being communicated, to:

Grades 6 to 8 middleschool@rvis.edu.bh

Grades 9 to 12 highschool@rvis.edu.bh

The appeal should state what is being appealed and why. The Head of Secondary reviews the evidence on which the decision was based, together with the relevant Head of Department, and responds in writing within ten school days. Where the Head of Secondary made the original decision, the review is conducted by the Head of School.

An appeal reviews whether the decision was properly made on the evidence available. It is not a re-marking of individual pieces of work.

If a family remains dissatisfied after the Head of School has responded, the matter may be referred to the school's governing body through the Head of School's office.

Glossary of Terms

Academic Probation	A support status placed on a student whose grades fall below the promotion standard, carrying a structured intervention plan.
Advisory	A daily period in which a student meets their advisor, the consistent point of contact between home and school.
ATL	Approaches to Learning; transferable skills (communication, social, self-management, research, thinking).
Best-fit	Professional judgment of the level that most closely matches a body of evidence, rather than an average.
CAS	Creativity, Activity, Service. The IB Diploma Programme service component, completed over 18 months in Grades 11 and 12.
CME	Children Missing Education. The Ministry of Education protocol triggered by ten days of unexplained absence.
Community service hours	An RVIS graduation requirement of 40 documented hours. Distinct from Service as Action, which is not measured in hours.
Core subject	For promotion purposes: Language & Literature, Language Acquisition, Mathematics, and Sciences.
Criterion (A–D)	One of the four subject objectives against which work is assessed, each marked 0–8.
DSL	Designated Safeguarding Lead. The named member of staff to whom any safeguarding concern is reported, announced each year.
eAssessment	IB on-screen assessment and ePortfolios, available to schools following MYP authorisation.
ELT	Enriched Learning Time. Timetabled clubs, sport, and activities within the school day.
Formative	Ongoing assessment <i>for</i> learning that provides feedback to improve performance.
Global context	One of six real-world settings that give learning relevance and meaning.
GPA	Grade point average. The mean of a student's 1–7 grades in a semester, weighted in Grades 9–12, used for Honours.
Green Pen Reflection	The RVIS practice of students responding to teacher feedback in green pen to correct, extend, and reflect.

Glossary of Terms (continued)

IDU	Interdisciplinary unit; integrates two or more subjects to build new understanding.
Key concept	One of sixteen powerful, transferable ideas explored across the curriculum.
MAP	Measures of Academic Progress. External standardised assessment used to track progress.
Personal Project	The independent, student-directed project completed in Grade 10.
Process journal	The record of thinking and decisions kept throughout the Personal Project; the primary evidence for Criterion B.
Promoted with concern	Promotion granted despite a grade of 3 in one core subject, with a formal letter and a support plan.
PSAT / SAT	US college entrance tests. The PSAT is the practice sequence; the SAT is taken in Grade 12.
Recovery Assessment	A set of criterion-referenced tasks held in August for a student who would otherwise be retained.
Related concept	A subject-specific concept that deepens understanding within a discipline.
Service as Action	The required MYP component connecting learning to action in the community. Evidenced qualitatively through reflection; not measured in hours.
Statement of inquiry	The central idea framing a unit, linking a key concept, related concept, and global context.
Summative	Assessment of learning at the end of a unit that evidences achievement.
Toddle	RVIS's learning management system for tasks, feedback, criterion levels, attendance, and reports.
TSC	Task-specific clarification; descriptors that translate generic criteria into the language of a task.



MIDDLE YEARS PROGRAMME

We empower all students through inquiry-based education to become active, compassionate, and lifelong learners who thrive in our globally complex world while honouring Bahraini values.

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