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Primary Years
Programme

Tariq Bin Ziad School

Parents and Students Guide 2026-2027



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About Tariq Bin Ziad Primary School

Dear parents and students,

Welcome to Tariq Bin Ziad Primary School. Tariq Bin Ziad School is part of the Qatar Foundation group of schools and was established to provide a high-quality bilingual education program in line with international standards, while promoting Qatari cultural values.

Tariq Bin Ziad School was reconstructed and opened in 2019.

Tariq Bin Ziad School is an accredited school that implements the International Baccalaureate (IB) Programme, specifically the Primary Years Programme (PYP), which focuses on the holistic physical, academic, social and emotional development of the child.

The IB Learner Profile is one of the core pillars of this program, encompassing a set of qualities and values that aim to nurture thoughtful, creative, balanced, and responsible individuals who contribute to themselves and their communities.

These traits guide students and teachers alike toward embracing these values in their daily lives, through active interaction with their surroundings, constant pursuit of self-development, and lifelong learning. The school also strives to instill Qatari cultural identity in its students and promote the values of belonging, citizenship, and mutual respect, contributing to the building of a cohesive and supportive school community.

The school also adopts an educational approach that balances academic excellence with students' personal, social, and emotional growth. Technology is effectively utilized in teaching and learning methods, enhancing critical thinking, developing creativity skills, and encouraging collaboration and teamwork within a stimulating and safe learning environment.

Our school boasts modern, state-of-the-art facilities, positioning us as a leading bilingual school in Qatar. At Tariq Bin Ziad School, we place special emphasis on teaching all subjects in both Arabic and English, while maintaining a strong focus on the local context and respecting authentic Qatari culture and heritage.

Our combined efforts, with the support of Qatar Foundation, ensure the realization of our desired vision, enabling us to fulfill our educational mission to the fullest of our potential.

We are proud of our teaching team, made up of teachers from around the world, who come together to share their diverse experiences and expertise with our students. Our goal is to build a progressive school where expectations are high and where challenge, courage, and responsibility are essential to the learning process. We strive to instill in our students a desire and passion for learning, so that they may become the leaders of the future.

One of our priorities this year at Tariq Bin Ziad School is to strengthen and consolidate our partnership with parents. We value the pivotal role you play in your children's learning journey, and we are committed to listening to your opinions, welcoming your ideas, and providing more opportunities for your active participation in the school community.



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By working together, we can ensure that every student receives the guidance, support, and tools they need to thrive academically and personally. Together, we will empower our students to develop self-confidence, foster values, and ignite their spirit of curiosity.

Thank you for your trust, support, and commitment to our shared mission. We look forward to a year filled with growth, learning, and achievements that we will celebrate together.

This booklet is designed to help parents and students learn more about Tariq Bin Ziad Primary School. It provides you with basic information about our school's policies, procedures, and expectations. It serves as a guide to help you navigate the school year with confidence and ensures that our efforts are aligned to support your child's educational journey.

Please contact us whenever you have ideas or questions about the school. We believe working together will make the school a better place to educate our students.

School website: www.tbz.qa | Phone: +974 4454 2222

Background and General Information

Tariq Bin Ziad School represents a new and qualitative addition to the Qatar Foundation group of schools.

Previously administered by the Amiri Diwan, the school has charted a rich historical path and become an educational institution of national importance. Recently, the school has been equipped with numerous new and advanced facilities, positioning it as a pioneering bilingual school in the State of Qatar. With a strong emphasis on the Arabic language and aspects of Qatari culture and heritage, Qatar Foundation works together to ensure the school's desired vision is realized, enabling it to perform its duties to the fullest.

Vision and Mission of Tariq Bin Ziad School

Our Vision

Leading Learning.

Our Mission

Tariq Bin Ziad School aims to develop responsible, lifelong learners and internationally minded citizens who help create a better, more peaceful world, through a comprehensive global program within a bilingual local context. We are a caring community that supports academic excellence, fosters local identity, and understands and appreciates other cultures.



What is the mission of the International Baccalaureate?

The International Baccalaureate aims to develop inquisitive, curious, and caring young people who help create a better, more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments, and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students worldwide to become active, compassionate, and lifelong learners who recognize that others, despite their differences, can be right.

Core Values of Tariq Bin Ziad School

Tariq Bin Ziad School offers each child the opportunity to develop into an individual with intellectual and creative skills unmatched by their peers. The school provides each child with a safe and encouraging environment that fosters independence and curiosity, broadens their horizons and builds self-confidence and bilingualism: We focus on promoting each child's mother tongue in addition to English, and we believe in promoting open-mindedness, and raising global awareness to create global citizens with a strong national identity. This is achieved by encouraging partnership. The strong relationship between home and school stems from our belief that a child achieves their fullest learning potential when all parties participate and commit to the goal of developing the child's potential.

Our Values

At Tariq Bin Ziad School, we are committed to creating a positive and inclusive school environment for all members of the school community—students, teachers, and parents—by fostering the qualities of an International Baccalaureate learner and instilling the school's values of respect, responsibility, compassion, and authenticity. These values form the foundation that guides our daily behaviors and interactions, embodied through the "Values Program," which serves as a behavioral guide to building relationships based on respect, responsibility, and mutual care within the school community.

Tariq Bin Ziad School Core Values Statement

Tariq Bin Ziad School offers each child the opportunity to develop as an individual with intellectual and creative skills unmatched by their peers. The school provides each child with a safe and engaging environment that fosters independence and curiosity, broadens their horizons, and builds self-confidence. As a bilingual school, we focus on promoting each child's mother tongue in addition to English. We believe in the importance of strengthening national identity, encouraging open-mindedness, and increasing global awareness to create global citizens.

Our core values are: Respect, Responsibility, Compassion, and Authenticity.



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Academic stages

- Early childhood stage for our children aged 3-5 years (PS3, PS4 and KG)
- The primary stage program lasts five years, from first grade to fifth grade.

Contact Information

School email: tbz@qf.org.qa

Main school phone number: +974 4454 2222

School website: www.tbz.qa

Senior Management Team

- Director (Dr. Maha Al Romaihi): malromaihi@qf.org.qa
- Primary School Principal (Ms. Dalal Ali Ahmed): daahmed@qf.org.qa
- Assistant Principal (Mr. Ahmed Al-Shammari): ahalshammari@qf.org.qa
- Assistant Principal (Ms. Rola Al-Annan): rannan@qf.org.qa

Academic Leadership Team

- Primary Years Programme (PYP) Coordinator (Ms. Nour Al-Ghusayni): nghusayni@qf.org.qa
- National Coordinator (Ms. Asmaa Al-Beraidi): asalberaidi@qf.org.qa
- Sanad Coordinator (Ms. Manal Banat): mbanat@qf.org.qa
- English Language Leader (Mr. Jason McKearney): jpmckearney@qf.org.qa
- Mathematics and Science Leader (Ms. Jeeda Ghalayini): jghalayini@qf.org.qa
- National Subject Leader for Early Childhood (Ms. Haya Al-Dosari): hayaldosari@qf.org.qa
- National Subject Leader for Grades 2-5 (Mr. Anas Eid): aaeid@qf.org.qa

1. Psychosocial Support: Team

- Social Worker (Mr. Abdulaziz Ghaleb): aghaleb@qf.org.qa
- Counselor (Ms. Aksana Hanna): ahanna@qf.org.qa



School Policies

Admission Policy

Acceptance of applications for all age groups is subject to a selection process in which the Admissions Committee uses various means in the diagnosis. All stages are reviewed to accommodate students' varying levels of development. The school does not accept any other admission method at any level and accepts students of all nationalities.

The minimum age for kindergarten admission is three years before September 30 of the year of entry to school. This age rule applies to all grades in the Early Years Foundation Stage, meaning that a student must be five years old before September 30 to be admitted to the Foundation Year. Admission to Grades 2 to 5 is based on both the student's age and the last grade they attended. In addition to passing the admission tests in the following subjects: (Arabic, English, and Mathematics).

Registration Procedures

- Priority admissions are open in October for vacancies for the next academic year.
- General public admissions are open in January for vacancies for the next academic year.

Preschool Screening

A developmental screening is given to pre-kindergarten students to assess the following developmental areas: social and emotional skills, play behavior, language and communication, and fine and gross motor development.

From Kindergarten to Fifth Grade – Testing

- Kindergarten and first grade students undergo an internal academic assessment (in reading, writing, and math), and a developmental screening to assess the following areas: social and emotional skills, play behavior, language and communication, and fine and gross motor development.
- Applicants for grades 2 through grade 5 take an online NWEA MAP test to assess their math and language skills, and an Arabic language assessment, a brief interview, a reading assessment, and a writing sample. The assistant principal also conducts an interview with the family to discuss the school's principles and expectations.

Decision

The Admissions Committee, composed of the Senior Leadership Team and the SANAD Team (Student Support Team) will review the application documents, the results of the admission screening, and then decide on acceptance based on the overall score.



Once a grade level is at full capacity, a waiting list is established.

Waiting List

Parents on the waiting list will be notified if a space becomes available in a particular grade level. Full information regarding current vacancies and procedures can be found at the following link: Tariq Bin Ziad School.openapply.eu

Priority Applicants

Priority is given to applicants from the following categories:

- Category 1: Applicants who are children of Tariq Bin Ziad School employees.
- Category 2: Applicants who have siblings studying at the school.
- Category 3: Applicants who are children of school alumni.
- Category 4: Applicants currently enrolled in an Early Learning Centre (EEC).
- Category 5: Applicants who are children of Qatar Foundation employees.

Class Distribution

Students are carefully assigned to classes to ensure a fair and balanced learning environment for all. This assignment does not guarantee that students will remain with the same classmates as the previous year, except in certain cases where our specific policy allows.

How are the classes distributed?

- Students are assigned to next year's class at the end of each grade.
- It is a comprehensive and complex process, taking approximately two months and conducted in several stages under the supervision of several faculty members.

The process considers various factors such as:

- Balance between student genders (boys and girls)
- Close friendships
- Academic diversity
- Gifted and talented identifications
- Individual learning needs
- Behavioral needs
- Professional insights from teachers, leadership team and parents

Principles of Justice and Equality

The class allocation process is subject to strict rules to ensure fairness and equality:



- Parents are not allowed to choose the class or teacher for their children.
- The school will consider any parent request not to place their child with a particular staff member or student based on previous complaints or concerns reported to the school. This factor is considered but does not guarantee placement.
- During the first six weeks of the academic year (the adjustment period), no requests to change assigned classes will be considered.
- After the adjustment period, requests to change classes will only be reviewed in exceptional cases where there are serious concerns about the child's well-being.
- The school reserves the right to transfer any student to a different class at any time during the year, based on evidence of physical or psychological harm to the student's safety or the safety of other class members.

Attendance Policy

Ensuring daily attendance and arriving at school on time is vital to maximizing learning opportunities and is a basic expectation for all Primary Years Programme (PYP) students.

Parents are advised to schedule their children's special appointments outside of school hours, whenever possible.

Good attendance is directly linked to improved academic achievement. Parents should refrain from returning from vacations after the start of the school year or withdrawing their children from school early for vacations, holidays, etc.

When both parents are outside Qatar, they must contact the front office to inform the school of their child's guardian's identity and how to contact them in case of emergency.

School Timings

- Preschool 3 & 4: 7:00 AM – 12:00 PM (Tuesdays, dismissal is at 11:30)
- KG to Grade 5: 7:00 AM – 1:30 PM (Tuesdays, dismissal is at 12:00 PM)

Receiving Students in the Morning

Preschool Students

- Gates open at 6:30 a.m. and students enter the Early Learning Building (Early Supervision).
- Preschool classes start at 7:00 AM.

Elementary School Students (from KG to Fifth grade)

- Gates open at 6:30 AM and students from KG to fifth grade enter the Sports Gym (Early supervision).
- The morning assembly starts at 6:50 a.m. in the following spots:



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- **September to late October:** Sports Gym
- **November to April:** Outdoor Yard
- **April to June:** Sports Gym
- Guardians are only allowed to enter the school for the first week, after which they are prohibited from entering. Only kindergarten students can be escorted.
- Classes start at 7:00 AM.
- Entry after 7:15 AM is counted late.
- Gates close at 7:15 except Gate 1.

Supervision

There is no supervision before or after the stated times in school grounds and sections.

Please ensure your child's safety by arriving at school on time and picking up your child promptly at the end of the school day. Students are supervised during all school activities.

Students are not permitted to use school playgrounds after school hours without administration approval.

The school follows strict pick-up schedules, as late pick-ups can affect children's well-being. We kindly ask all parents to adhere to the designated pick-up times.

Attendance Criteria

The attendance policy at Tariq Bin Ziad School is based on the principle of mandatory attendance to achieve high academic performance.

Minimum attendance is set at 90% of school days, excluding illness or family emergencies. A student who is absent for 18 days or more may not receive a transcript. If a child is absent for 10% of the specified school days, their parents may receive a letter reminding them of the attendance policy.

Excused and Unexcused Absences

Addressing unexcused absences in an organized manner helps ensure the student's academic and emotional growth.

The number of excused and unexcused absences is carefully monitored and officially recorded on student reports.

School begins at 6:50 a.m. Students arriving after 7:05 a.m. will be recorded as late. Unexcused absences, late arrivals, or early departures are discouraged, as they affect valuable learning time.

Below are the codes the school uses to record attendance on the ManageBac platform:

- **Present** – The student attends school on time, and for the whole day.
- **Absent** – The student is absent, and this absence is not authorized. Parents must call the school before 8:10 a.m. if their child is absent. An 'Absent' mark is unauthorized.



- **Absent Medical** – The student is absent for a medical appointment. A medical certificate must be provided to the PYP Front Desk Receptionist. An 'Absent Medical' mark is authorized.
- **Absent Informed** – The student's absence is informed but not authorized. Parents must notify the school of any planned absence in advance. An 'Absent Informed' mark is unauthorized.
- **Absent Approved (SLT Only)** – The student's absence will be reviewed by the Director or Principal, who will have final authority to determine if it is authorized. Reasons include educational programs, family emergencies, or pre-approved reasons, with official documentation provided. An 'Absent Approved' mark is authorized.

Suspension

The student is suspended from home school by school decision. A "Suspension" is an excused absence.

On the day of absence, the parent receives a message via the ManageBac platform confirming the student's absence. The school is responsible for notifying parents on the same day of any unexcused or unreported absence.

Tardy

- A student arriving late between 7:05 AM and 8:00 AM will be marked as "Tardy."
- Late students must obtain a late permit from the receptionist at the front office.
- Parents are responsible for informing the school if their child is late.
- Every six "Tardy" marks equals one unexcused absence.

Tardy One Hour (T1H)

- Late arrivals after 8:00 AM will be marked "T1H".
- Late students must obtain a late permit from the receptionist at the front office.
- Every three "T1H" marks equals one unexcused absence.

Early Pick Up

- Early student departure is recorded by marking "Early Pick Up".
- Official documentation must be presented to the front desk receptionist. The leadership team will review applications without written documentation.
- Early departure requests cannot be accepted after 1:20 PM on Sundays, Mondays, Wednesdays, and Thursdays. On Tuesdays, the latest departure time is 11:30 AM.
- Every three "Early Pick Up" marks equal one unexcused absence

Consequences of Delay in Tariq Bin Ziad School

Tariq Bin Ziad School is committed to ensuring students' on-time attendance and minimizing unjustified absences, as regular attendance directly impacts a student's achievement and academic success.



Therefore, we implement a gradual system for monitoring student absences and tardiness through five clear stages, with ongoing communication with parents:

- **First day of absence:** The parent receives a message via the ManageBac system informing them of the student's absence on that day.
- **Stage 1 (less than 97% attendance, i.e. 5 days of absence):** The class teacher sends an email to the parent, followed by a meeting to discuss the reasons for the absence and its impact on the student, and to work together on a support plan for regular attendance.
- **Stage 2 (less than 95% attendance, i.e. 9 days of absence):** A school administrator contacts the parent to personally follow up on the situation and issue an official warning.
- **Stage 3 (less than 93% attendance, i.e. 13 days of absence):** A meeting is held with the assistant principal, and the parents and students (for fifth grade students) sign an attendance contract that stipulates no unexcused absences for the remainder of the school year, with ongoing follow-up.
- **Stage 4 (less than 90% attendance, i.e. 18 days of absence):** The principal meets with the parents to discuss the seriousness of the situation, and the matter is explained.

Possible consequences include not receiving the students' end-of-year grades or losing their seat in school, with official communication being sent.

- **Stage five:** If unjustified absences continue after the fourth grade, the school's general director is notified, and a meeting is scheduled to discuss the student's future and the issue of the student's promotion to the next grade.
- **Note:** In the event that an excused absence (due to long-term illness or family emergency) results in a student exceeding the maximum number of absences allowed for the semester or year, the student may be allowed to advance to the next grade level if the student meets grade level standards or other criteria as determined by the school.

Important notes

- Students who are absent for more than 18 days without an official excuse will not have their grades reported in the annual report.
- Emergency health cases or exceptional family circumstances are exempted, and the necessary documents must be submitted.
- All meetings and correspondence are documented and shared with the parent to ensure accurate and transparent follow-up.

At Tariq Bin Ziad School, we believe that the partnership between the school and the family is the basis for ensuring regular attendance and student success.

Cafeteria

School Cafeteria Services

Tariq Bin Ziad School provides its students with high-quality, nutritious meals at reasonable prices. Parents can request a subscription through the website below on a weekly, monthly, or annual basis, as desired.

Our students benefit from a high-quality food service provided by the cafeteria team at IFS, which is keen to provide healthy and nutritious meals at reasonable prices on a daily basis.

To start using the service, parents are required to follow the following steps:

- Register each child individually via the electronic link: schoolmeals.ifsqatar.com
- Make sure to record any allergies or dietary restrictions accurately during the registration process.

New student cards will be distributed within 48 hours of registration.

Choose and Pre-book Meals Online

For convenience, parents are advised to book all meals for the entire year online, in one go.

Meals are received in the classroom (from preschool to first grade) or in the cafeteria (grades 2-5)

Important Information about Cafeteria Services

- **Meal reservation:** Next-day meals cannot be pre-booked, as they take 48 hours to prepare in compliance with health and safety guidelines.
- **Morning snack:** Students who book their meals online receive a daily morning snack delivered to their classrooms.
- **Lunch:** Students from grades 2 to 5 enjoy lunch in the cafeteria, where we focus on providing balanced nutrition and teaching them proper eating etiquette.
- **Drinking Water:** Water is available near the classrooms and in the cafeteria area.
- **Food Allergies and Restrictions:** Parents must inform the team on any allergies or dietary restrictions upon registration. Additionally, and separately, parents must also provide the school nurse with a letter from their doctor detailing these conditions.
- Students of Grade 2 to Grade 5 are responsible for cleaning their eating area before leaving the cafeteria.
- Each student must bring an empty water bottle to fill, as direct drinking from the water is prohibited. It is essential that students drink a liter or more of water daily.

Students have the right to refuse to eat the school-provided meals if their guardian so desires, provided they commit to not bringing unhealthy foods and adhere to the school nurse's instructions regarding diet and health.



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Cafeteria Team Contact

You can contact the cafeteria team of IFS through the following means: e-mail: itsupport@ifsqatar.com

- Website: schoolmeals.ifsqatar.com

Birthday Celebrations

- Student birthday parties are allowed in class at the end of the school day, for 30 minutes.
- Only fresh fruit and popcorn are allowed.
- Gifts or goodie bags are allowed but must include educational materials.
- Teachers are not allowed to celebrate their birthdays with students. Please do not allow your children to bring gifts to teachers for this occasion.
- Teachers must check students' allergies before giving children fruit or popcorn.
- Party invitations may only be distributed inside school if they are addressed to the entire class, or to all girls/all boys. If invitations are for a small group of students, parents must arrange for an alternative method of distribution.

Special Occasions

Occasionally, classes will celebrate a special day that may include food. In such cases, class teachers will send a letter to parents clarifying what foods are permitted. Soft drinks and fast food are strictly prohibited.

Lost and Found

Our lost and found policy aims to foster a sense of responsibility and respect for the property of others, while supporting the well-being of the community through charitable work. Students are required to report any lost items and describe them in detail, while parents are required to label their children's belongings and inquire immediately about lost items.

Non-valuable items are stored for three weeks before being donated, while valuable items are kept for two weeks before being handed over to the Qatar Foundation security team.



School Security and Safety

School Traffic and Parking Rules

The safety of students, parents and staff is paramount.

The following guidelines demonstrate our commitment to providing a safe and effective environment.

Parking

- **Entry:** For those coming to the school by car, you can enter through the designated lanes from Gate No.1.
- **Designated spaces:** Please park only in the designated spaces at Gate 2, to ensure pedestrian walkways remain safe.
- **Security Instructions:** Please follow any directions given by security personnel on duty.
- **Seat belts:** Make sure all students always wear seat belts.

Adherence to these guidelines is essential to maintaining a safe environment for everyone.

Important Note: Parking is limited at the elementary school, and traffic volume is likely to increase significantly during student drop-off and pick-up times.

- Gate No. 1: For entry of students from preschool to grade 2.
- Gate No. 4: For students from grades 3 to 5.

To reduce congestion, security personnel are present along the route to direct drivers to safe and convenient parking areas. It is unacceptable for drivers to block any gate, insult or abuse security personnel, ignore their instructions, or attempt to drop students off in unauthorized areas. Reports of such behavior will be recorded and escalated to the principal.

A car blocking a gate poses a security hazard. Any vehicle obstructing the gates will be reported to the police, as ensuring safe and easy access for our students when entering and exiting the campus is paramount.

Fire Safety Drill

Fire drills are conducted regularly at the school, and every teacher is fully conversant with fire drill protocols. In the event of a fire or fire drill, evacuation procedures allow students to be evacuated from each "zone" without contact with other areas, avoiding overcrowding or panic.

- Regular evacuation drills are conducted.
- Evacuation is by area to avoid overcrowding and panic.
- Emergency drills are conducted regularly, with exit procedures posted in a conspicuous place.



Safety and Emergency

Section	Procedure
Games and Entertainment	Bringing toys or entertainment equipment is prohibited unless requested by the teacher. The school provides play equipment during recess and lunch.
Electronic devices	<p>The use of cell phones, tablets, smart watches, or video games is prohibited. These devices will be confiscated and returned only after a parent/guardian meeting with the school administration. Medical devices are exempt, subject to review on a case-by-case basis. The school is not responsible for the loss or damage of these devices.</p> <p>First attempt: Phone will be confiscated. Guardian will have to pick up the device in person.</p> <p>Second attempt:</p>
Accessories and cosmetics	Girls are allowed to wear only small earrings (studs). They are not allowed to wear necklaces, bracelets, or anklets, lipstick, nail polish, or any cosmetics.
Money and valuables	It is recommended not to bring cash or valuables of material or sentimental value, as the school is not responsible for their loss or theft.
Visitors and guests	The school welcomes all visitors, provided long visits are coordinated in advance with the school secretariat.

Emergency Contact List

It is updated annually to ensure easy and immediate communication.

Change of Address or Phone Number

Please notify the school of any change in address or telephone number.

Weather Safety

- Yellow flag (Temperature between 36-39°C).
- Limited outdoor activities are permitted, with water, hats, and shade provided. Strenuous physical activities are restricted.
- Red flag (Temperature 39°C or higher, Humidity Index 45 or higher, or dust storms).
- Outdoor play is prohibited; indoor alternatives are provided.



Behavior Conduct at School

Students are expected to behave positively and respectfully toward all school staff at all times. They are guided to develop a strong sense of responsibility, self-discipline, commitment, and respect for themselves and others. These basic expectations help provide a safe, secure, effective, and disciplined learning experience for all students. It is hoped that academic success and intellectual and emotional growth will promote their ability to become responsible citizens.

If students demonstrate an inability to gain the school's trust and are unable to act responsibly, they will face appropriate consequences for their actions in accordance with Tariq Bin Ziad School's behavioral policy.

Behavioral Policy, Corrective Practices, and Consequences

The school believes student success begins with a sense of happiness and security in a positive learning environment. When students are comfortable and feel supported by their teachers and those around them, they are more likely to learn and succeed.

Therefore, at our school, we are keen to provide a safe and inspiring environment. We encourage students to behave in a way that expresses our core values at Tariq Bin Ziad School: care, compassion, identity, and understanding.

The school's policies and procedures for supporting and promoting student success illustrate this approach. Our Student Support and Success Policies and Procedures Framework can be found [here](#).

Our goals for students are

- Show respect and understanding for other cultures and the rights of others.
- Develop their ability to make sound ethical decisions and demonstrate the principles of Tariq Bin Ziad School of self-respect, respect for others, learning, and respect for the environment.
- Accept personal responsibility for their actions and hold their teachers and parents accountable for their behavior.
- Take responsibility for their learning and attend school on time.
- Adhere to school policies and expectations.

To achieve this, Tariq Bin Ziad School will:

- Provide a supportive and educational environment where children feel safe and can progress and succeed.
- Provide a clear recognition system to promote a positive learning environment and reward students who demonstrate high achievement, exceptional effort, outstanding service, excellent



behavior, and other significant contributions to the school.

- Make our expectations clear and respond to violations of school policies in a fair, consistent, and timely manner.
- Our wellbeing and support structures are designed to ensure all students can thrive in a safe environment.

Behavior Management at Tariq Bin Ziad School

At Tariq Bin Ziad School, we strive to make behavior management a tool for building students' character, enhancing their well-being and moral values, and supporting their ability to make responsible decisions and practice self-reflection.

Rewards and Recognition for Positive Behavior

There are 12 Positive Behavior traits that QFIBS students are expected to demonstrate.

These are derived from the IB Learner Profile. When a student displays one of these behaviors, teachers are to record on ManageBac. QFIB Schools will implement a monthly recognition initiative to celebrate students who consistently exemplify the IB Learner Profile attributes. Each school will nominate one student per month based on the highest number of positive behavior acknowledgments received. This initiative aims to foster a culture of positive reinforcement and uphold the core values of the IB framework.

1. **Inquirer** – Curious, eager to learn, and develop independent research skills.
2. **Knowledgeable** – Acquires in-depth knowledge across disciplines and applies it.
3. **Thinker** – Uses critical and creative thinking to analyze and solve problems.
4. **Communicator** – Expresses ideas confidently and collaborates effectively.
5. **Principled** – Acts with integrity, fairness, and responsibility.
6. **Open-minded** – Appreciates different perspectives and cultures.
7. **Caring** – Shows empathy, kindness, and respect towards others.
8. **Risk-taker** – Approaches challenges with courage and resilience.
9. **Balanced** – Maintains well-being across intellectual, physical, and emotional aspects.
10. **Reflective** – Thoughtfully considers strengths and areas for growth.
11. Positive - General
12. Positive - Punctual

Positive behavior can be reinforced through structured recognition systems. Examples of reinforcement include:

- **Kafu Points System:** Awarding points for value-based positive contributions to the school community.
- **Learner Profile Awards:** Recognizing students who exemplify IB Learner Profile attributes.
- **Certificates and Public Acknowledgments:** For outstanding behavior, leadership, and



community engagement.

- **Leadership Opportunities:** Assigning student ambassador roles for those consistently demonstrating positive behavior.

At Tariq Bin Ziad we work to instill a culture of restorative practices to prepare students for a life of responsibility and compassion. Through educational consequences, they learn to understand the impact of their actions, becoming principled and responsible individuals capable of making a positive contribution to the school community and the wider community.

Student Behavior Policy – PYP School

Escalation Procedure

Level 0 Instances

Incident	Corrective actions
L0 - First Instance of Poor Behavior	• Teacher: offers a kind, clear reminder for reflection and remedial action.
L0 - Second Instance of Poor Behavior	Teacher: issues a kind, clear warning for reflection and remedial action. Teacher: makes a clear reference to our escalation procedure for behavior incidents.
L0 - Third Instance of Poor Behavior	• This is considered a L1 incident

Level 1 Incidents Low-Impact Incidents

Examples: (Physical) Unsafe behavior; Disruptive behavior; Dishonesty; Academic dishonesty; Dress code violation; Tardiness; Homework not submitted; Banned foods; Chewing gum; Littering; Missing key learning resources (Book, Laptop, Charger); Playing Digital Games in Class Ordering/Receiving food from outside school; Holding Mobile Phone

Incident	Corrective actions
Escalation: Restorative Practice – Steps may not follow chronological order	



Incident	Corrective actions
L1 - First Incident within 30 days	<p>Staff Member</p> <p>De-escalate and ensure the safety of all students</p> <p>Inform Homeroom Teacher</p> <p>Log Behavior Note on ManageBac</p> <p>Select 'Visible to Parents'</p> <p>Do not select 'Notify Parents via Email'</p> <p>Hold a reflective session with the student, for a maximum of 10 minutes, which includes a restorative conversation and completion of the TBZ Reflection Sheet. Remove the student from the classroom only if necessary for this conversation.</p> <p>Homeroom Teacher</p> <p>Communicate with the Staff Member regarding the incident</p> <p>Welcome the student back with a brief restorative conversation</p>
L1 - Second Incident within 30 days	<p>Staff Member</p> <p>De-escalate and ensure the safety of all students</p> <p>Inform Homeroom Teacher</p> <p>Log Behavior Note on ManageBac</p> <p>Select 'Visible to Parents'</p> <p>Do not select 'Notify Parents via Email'</p> <p>Hold a reflective session with the student, for a maximum of 10 minutes, which includes a restorative conversation and completion of the TBZ Reflection Sheet. Remove the student from the classroom only if necessary for this conversation.</p> <p>Homeroom Teacher</p> <p>Communicate with the Staff Member regarding the incident</p> <p>Welcome the student back with a brief restorative conversation</p>
L1 - Third Incident within 30 days	<ul style="list-style-type: none"> • This is considered a L2 incident

Level 2 Incidents Moderate-Impact Incidents

Examples: Repetition of L1 (x3); Academic Dishonesty (in summative assessments); Being Out of Bounds; Skipping Class; Dangerous Behavior; Intimidation; Persistent Tardiness; Rude, inappropriate, or disrespectful behavior; Using Profanity; Insubordination

Incident	Corrective actions
Escalation: Restorative Practice – Steps may not follow chronological order	



Incident	Corrective actions
L2 - First Incident within 30 days	Staff Member De-escalate and ensure the safety of all students Inform Homeroom Teacher and Social Worker Log Behavior Note on ManageBac Select 'Visible to Parents' Select 'Notify Parents via Email' Social Worker Communicate with the Staff Member regarding the incident Hold a reflective session with the student, lasting one period, which includes a restorative conversation and completion of the TARIQ BIN ZIAD SCHOOL ACT Reflection Sheet Email the student's parent Homeroom Teacher Communicate with the Social Worker regarding the incident Welcome the student back with a brief restorative conversation
L2 - Second Incident within 30 days	Staff Member De-escalate and ensure the safety of all students Inform Homeroom Teacher and Grade Level Leader Log Behavior Note on ManageBac Select 'Visible to Parents' Select 'Notify Parents via Email' Social Worker Communicate with the Staff Member regarding the incident Hold a reflective session with the two(or less)Period- Reflection, and TBZ CICO Sheet established for 5 days Phones the student's parent Homeroom Teacher Communicate with the SW regarding the incident Welcome the student back with a brief restorative conversation
L2 - Third Incident within 30 days	<ul style="list-style-type: none"> • This is considered a L3 incident

Level 3 Incidents Serious-Impact Incidents

Examples: Repetition of L2 (x3); Aggressive Behavior, insult or threat; Engaging in physical fight; Electronic Harassment;; Cyberbullying, Violation of AUP; Racial or tribal comments; Fire Alarm / Equipment Tampering; Possession of Fireworks; Use or possession of Tobacco; /; Vaping (or any other illegal substance); Stealing; Vandalism; Inappropriate contact with a student of opposite gender

Incident	Corrective actions
Escalation: Restorative Practice – Steps may not follow chronological order	



Incident	Corrective actions
L3 - First Incident within 30 days	<p>Staff Member</p> <p>De-escalate and ensure the safety of all students</p> <p>Inform Assistant Principal</p> <p>Remove student for the rest of the day (Internal suspension)</p> <p>Hold a reflective session with the student, which includes a restorative conversation and completion of the TBZ ACT Reflection Sheet</p> <p>Log a 1/2 Day Internal Suspension Letter as a Behavior Note on ManageBac</p> <p>Select 'Visible to Parents'</p> <p>Select 'Notify Parents via Email'</p> <p>Phone the student's parent Sanad Team</p> <p>Secure signed TBZ Behavior Change Contract (parent and student) as appropriate</p> <p>Refer student to Educational Psychologist; start Behavior Intervention Plan, as appropriate</p> <p>Arrange counseling sessions, as appropriate Homeroom Teacher</p> <p>Communicate with the Assistant Principal regarding the incident</p> <p>Welcome the student back with a brief restorative conversation</p>
L3 - Second Incident within 30 days	<p>Staff Member</p> <p>De-escalate and ensure the safety of all students</p> <p>Inform Assistant Principal</p> <p>Remove student for the rest of the day (Internal suspension)</p> <p>Apply one full day internal suspension on the second day</p> <p>Hold a reflective session with the student, which includes a restorative conversation and completion of the TARIQ BIN ZIAD SCHOOL ACT Reflection Sheet</p> <p>Log a 1/2 Day Internal Suspension Letter as a Behavior Note on ManageBac</p> <p>Log a 1 Day Internal or External Suspension Letter (for the next day) as behavior Note on ManageBac</p> <p>Select 'Visible to Parents'</p> <p>Select 'Notify Parents via Email'</p> <p>Phone the student's parent Sanad Team</p> <p>Secure signed TBZ Behavior Change Contract (parent and student) as appropriate</p> <p>Refer student to Educational Psychologist; start Behavior Intervention Plan, as appropriate</p> <p>Arrange counseling sessions, as appropriate Homeroom Teacher</p> <p>Communicate with the Assistant Principal regarding the incident</p> <p>Welcome the student back with a brief restorative conversation</p>
L3 - Third Incident within 30 days	<ul style="list-style-type: none"> • This is considered a L4 incident



Level 4 Incidents

Examples: Repetition of L3 (x3); Purposeful causing serious bodily harm to any member of TARIQ BIN ZIAD SCHOOL (or through reckless behavior); Profanity / insulting adults; Hacking or unauthorized access; Bullying - consistently hurting, intimidating, or belittling another student, causing physical and mental harm or distress over a prolonged period of time to the school's IT/Data systems; Degrading racial or tribal comments towards any member of QA; Starting a fire; Smoking; Possession of a weapon or replica

Incident	Corrective actions
Escalation: Restorative Practice – Steps may not follow chronological order	
L4 - First Incident within a year	<p>Staff Member</p> <ul style="list-style-type: none"> De-escalate and ensure the safety of all students Inform Assistant Principal Inform Principal Remove student for the rest of the day Hold a reflective session with the student, which includes a restorative conversation and completion of the TBZ ACT Reflection Sheet Log a 1, 2 or 3 Day External Suspension Letter as a Behavior Note on ManageBac Provide the student with 'Reflection Home Activities' to be completed at home ManageBac Select 'Visible to Parents' Select 'Notify Parents via Email' Phone the student's parent Principal Inform Director Meet student and parent to review 'Reflection Home Activities' and confirm readiness to return to school Sanad Team Secure signed TBZ Behavior Change Contract (parent and student) as appropriate Refer student to Educational Psychologist; start Behavior Intervention Plan, as appropriate Arrange counseling sessions, as appropriate Homeroom Teacher Communicate with the Assistant Principal regarding the incident Welcome the student back with a brief restorative conversation



Incident	Corrective actions
L4 - Second Incident within a year	<p>Staff Member</p> <ul style="list-style-type: none"> De-escalate and ensure the safety of all students Inform Assistant Principal Inform Principal Remove student for the rest of the day (Internal Suspension) Hold a reflective session with the student, which includes a restorative conversation and completion of the TARIQ BIN ZIAD SCHOOL ACT Reflection Sheet Give the student 'Reflection Home Activities' to complete at home Log a 1, 2 or 3 Day External Suspension Letter as a Behavior Note on ManageBac ManageBac Select 'Visible to Parents' Select 'Notify Parents via Email' Phone the student's parent Principal Inform Director Meet student and parent, before rejoining school, to review 'Reflection Home Activities' and confirm readiness. Enforce further appropriate consequences, as necessary, up to and including permanent expulsion <p>Sanad Team</p> <ul style="list-style-type: none"> Secure signed TBZ Behavior Change Contract (parent and student) as appropriate Refer student to Educational Psychologist; start Behavior Intervention Plan, as appropriate Arrange counseling sessions, as appropriate Homeroom Teacher Communicate with the Assistant Principal regarding the incident Welcome the student back with a brief restorative conversation

Understanding and reflecting are crucial for a student to change their thinking and ultimately modify their behavior. Students who engage in poor behavioral choices are often dealing with personally challenging situations. As a result, a shift in thinking is unlikely unless we provide additional support and help them develop coping strategies.

Furthermore, in cases where a student repeatedly struggles to make effective behavioral choices, the above actions will be supported by a behavior contract, success plan, and treatment, provided by the school's psychosocial counselor, all of which are designed to enable the student to reflect on and address underlying issues, experience success, and gain appreciation for the benefits of positive behavior choices.



Personal Property

- Games are only allowed if requested by the teacher; the school provides play equipment.
- Stereos/video games/cellphones are prohibited unless requested. Violating these restrictions will cause confiscation.
- No jewelry or cosmetics allowed.
- Avoid bringing large amounts of money or any valuables.

Mobile Phone/Device Usage Policy

Effective from September 1, 2025

Our school is phone-free. When using any device, the following procedures apply:

- 1. First time:** The device will be confiscated, and the guardian must be present to collect it.
- 2. Second time:** The device is kept until the end of the semester.

Carrying a phone to school is considered a violation of policy and may cause further disciplinary action

Anti-bullying Policy at Tariq Bin Ziad School

At Tariq Bin Ziad School, we recognize that students' feelings of insecurity at school significantly impact their ability to learn and succeed. Therefore, we focus on fostering wellbeing and positive interactions among students rather than labeling them as "bullies," recognizing that bullying can take many forms, such as intimidation, verbal taunts, or insults.

We believe that adult intervention is essential, as students alone cannot effectively handle these situations. We are committed to providing a safe and supportive school environment that enables students to excel academically and socially.

Our Core Commitments

- Providing a safe and healthy learning environment for all students
- Intervening immediately when we witness any bullying behavior, document it, and follow up with all concerned parties.
- Practicing ZERO tolerance for any form of bullying.
- Monitoring bullying incidents, analyzing patterns (frequency, severity, or nature), and using this data to develop preventative practices and enhance efforts to reduce them.

With this policy, we ensure that every student at Tariq Bin Ziad School has an educational experience based on safety, respect, and compassion.



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With this approach, we ensure effective student behavior management and strengthen communication channels, supporting a positive and safe school environment that encourages learning and holistic growth.

Primary School Counselor

At Tariq Bin Ziad School, our focus on student development extends to all aspects of a student's personality, both inside and outside the classroom. The counselor plays a pivotal role in this area through her direct interaction with students in various learning environments. The counselor regularly visits classrooms to provide content related to social-emotional learning (SEL), enhancing what teachers provide and adding insights and activities tailored to the needs of each individual class.

In addition to classroom sessions, the counselor provides individual support and small group sessions to address challenges students may face, such as developing social skills, resolving conflicts, and coping with difficulties that may arise at home or school. The counselor also has the ability to refer students to specialized external support providers when needed, ensuring each student receives the assistance they need to achieve psychological and social balance and academic success.

Primary School Social Worker

At Tariq Bin Ziad School, we are committed to supporting every aspect of student growth, nurturing their personality both inside and outside the classroom. Both the counselor and social worker play an essential role in this area through their direct interaction with students, parents, and teachers to ensure a safe and supportive learning environment.

The social worker focuses on monitoring student's social learning and behavior, and works to find solutions in collaboration with the family and school team. He also contributes to promoting positive communication between the school and parents, organizing awareness and support programs for families, and participating in developing intervention plans to support students academically and socially.

By integrating the role of the counselor and the role of the social worker, we ensure that each student receives comprehensive support that enables them to grow with balance and succeed in their academic and personal lives.

Accident Handling Mechanism at Tariq Bin Ziad School

In the event of any incident that is unfair or violates the school's values and policy, the accident will be



addressed in a clear and fair manner through the following steps:

1. **Clarify Expectations and Behavioral Standards:** The teacher or concerned party directly and clearly reminds students of the school's rules of conduct and discipline policy.
2. **Positive Intervention:** Handling the situation in a constructive educational manner, focusing on modifying behavior and encouraging correct practices, while taking into account the specificity of the situation.
3. **Psychosocial Support** Providing the necessary support to affected students through a social worker or counselor, to ensure students feel safe and belong.
4. **Restorative Measures:** Holding reconciliation sessions under the supervision of a specialized team to repair damage, rebuild trust, and encourage students to take responsibility for their actions, while following up on the implementation of the agreements reached.

This mechanism aims to ensure a school environment of mutual respect, foster a sense of responsibility and compassion, and develop students' conflict resolution skills in line with the values and mission of Tariq Bin Ziad School.

Under this approach, students who violate our conduct policy can expect to face consequences such as the loss of privileges of participation in school trips and, in some cases, temporary suspension. During these times, students will be prohibited from representing the school at events, trips, school teams, etc. until they demonstrate consistent compliance with our conduct policy.

School uniform

All students must appear neat and tidy, reflecting their pride in belonging to the school. Wearing the approved school uniform is mandatory at all times within the school.

Outfit requirements

- School shoes must be all black without any colors or decorations.
- Wear socks or white tights.
- In physical education classes, students must wear the school-approved sports uniform.
- The student's name must be written on all school uniform items to avoid loss.

School Uniform 2023/24

GROUP
P3 - KG

School Uniform 2023/24

GROUP
G1 - G5

Day Uniform Guidelines

Primary School Girls P3 - KG

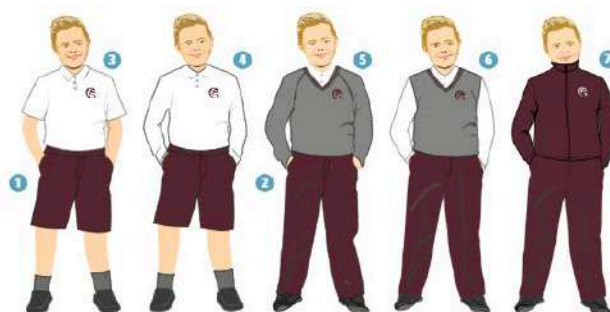


Item	Code	Optional/Compulsory	Fabric	Description	Price
1 Summer Dress	QGD006	Compulsory for QAF, QAD, QAW, QAS and QAM	65% Polyester, 35% Cotton		250 QAR
2 Summer Dress	QGD007	Compulsory for Teraad Academy	65% Polyester, 35% Cotton		250 QAR
3 Summer Dress	QGD008	Compulsory for Aweaj	65% Polyester, 35% Cotton		250 QAR
4 Summer Dress	QGD009	Compulsory for Tariq bin Zaid School	65% Polyester, 35% Cotton		250 QAR
5 Knee Length Girls Leggings	RL1-BLK	Compulsory	88% polyester, 12% elastane		35 QAR

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Day Uniform Guidelines

Primary School Boys



Item	Code	Optional or Compulsory	Fabric	Description	Price
1 Junior Boys Mulberry Shorts OR 2 Junior Boys Mulberry Trousers	SSSS-MUL, SSJS-MUL	Compulsory	65% Polyester, 35% Viscose	Stain resistant fabric with a high tolerance to abrasion. Low pilling.	85 QAR 105 QAR
3 Short Sleeve Poloshirt OR 4 Long Sleeve Poloshirt	BGSS-WHT, BRJS-WHT	Compulsory	65% Polyester, 35% Cotton, 220gsm	Lacoste knit. Retains shape after washing.	70 QAR
5 Cotton Blend Jumper	BENIV-MGM	Compulsory	30% Cotton, 30% Acrylic, 27% Nylon	Highly durable, with dimensional stability and colour fastness. Can be tumble dried.	115 QAR
6 Cotton Tank Top	BSCBT-MGM	Optional	100% Cotton	Highly durable, with dimensional stability and colour fastness.	115 QAR
7 Fleece	BPEJ-MAR	Optional	100% Polyester	Warm and comfortable fleece. Low pilling and easy care.	115 QAR

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Important Notes

- Football boots with studs of any kind are prohibited.
- Only cardigans or coats issued by an authorized school uniform store are permitted.

Field trips

The school organizes field trips throughout the school year. All trips have educational value and are relevant to the student's education and classwork.

- Students are not permitted to participate in any field trip unless they present a permission slip signed by a parent or guardian.
- The school welcomes parents who wish to attend field trips.



Medical procedures

Medical Services

The school has full-time licensed nurses working with students and teachers. The nurse provides student screening, emergency care, first aid, and identification of health problems.

Medical Records

Students' medical records are kept in the medical room and are kept strictly confidential.

Medical records are not available to staff without official request. Class teachers are given a list of students with medical histories to assist them in providing the best possible level of care at school. Please discuss any medical concerns with the nurse.

Medical Visits

If a student needs to see a doctor during school hours, the class teacher must be notified by note or by phone call to the school office.

Medication

Parental consent is required for students to be given any medication during school hours. Students are prohibited from possessing or administering any medication on their own, as this is the responsibility of the school nurse. A doctor's note detailing the correct dosage must be attached.

Exception: Some students are allowed to have asthma inhalers, but this must be arranged with the school nurse.

Head Lice

The school nurse performs a lice check every semester. Parents will be notified of the health check. If live lice or eggs are detected, parents will be notified, and the student will be allowed to return home to begin treatment to prevent the spread of the infestation. Lice checks are also performed as needed throughout the school year.

Special Dietary Needs

Several students have nut allergies, and other possible allergies that may not yet be identified. Since these conditions can be fatal, it's essential that we ensure that no food containing nuts is brought to school, especially birthday cakes. Cafeteria staff are aware of this.

Therefore, if your child has this allergy or any other special dietary needs, please inform the nurse and provide a report from the doctor stating the type of allergy.



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Our school is nut-free; please inform the nurse of any food allergies with a doctor's certificate.

Communication Between Parents and the School

Communication Channels

Tariq Bin Ziad School believes that effective communication between school and home is essential for students to achieve success. Therefore, it welcomes all forms of communication, whether by phone, by letters, or via email, in addition to many different forms of communication channels, as follows:

Weekly Newsletter

Newsletters are posted regularly on Sundays every week. The newsletter informs parents of what is being studied, the activities of the different classes, and home learning assignments. Students are required to complete their homework daily.

Monthly Forums with Parents and Leadership

Monthly mornings are arranged with parents to inform them of the school's activities, policies and procedures, and awareness workshops are held.

Contact Teachers

Parents are encouraged to contact the classroom teacher to discuss any academic or other concerns their students may be experiencing. A meeting with the teacher can be requested either by calling the secretary, by emailing the teacher or by using the school assigned application for school communication. Please note that it is difficult for teachers to answer the phone between 7:00 a.m. and 2:00 p.m. due to their busy schedules.

Electronic Platforms at Tariq Bin Ziad School

In our quest to provide an integrated and advanced educational experience, Tariq Bin Ziad School relies on some electronic platforms to support our students' learning:

Communication Applications

ManageBac

Tariq Bin Ziad School relies on the ManageBac system as a primary tool to support the educational and administrative process. Teachers use this system to plan lessons in an organized and effective manner, and to write periodic reports that reach parents to inform them of their children's academic progress.



The system also helps track students' daily behavior and documents student-related events and observations, facilitating ongoing communication between the school and parents.

Through ManageBac, parents can view important information about their children's performance, attendance, and behavioral reports, strengthening the partnership between family and school to ensure a supportive and successful learning environment.

Seesaw

A platform that enables students to interact and participate by creating and documenting their educational work using multimedia. It also facilitates communication between school and family by sharing student progress securely and with teacher approval.

Learning Applications

- **IXL:** A personalized educational website that supports students in math, English, and science by providing personalized lessons and exercises that meet each student's needs, with the ability to track progress in real-time.
- **Raz-Kids:** It's an educational website that helps students improve their English reading skills. Teachers can assign reading tasks to students and track their progress through online assessments and audio recordings of students reading.
- **Bravo Bravo:** It's an interactive educational app that aims to develop children's Arabic language skills in a fun and engaging way. It offers a variety of activities in reading, writing, listening, and speaking, through stimulating games and exercises, helping to consolidate vocabulary and grammar and build confidence in using Arabic in everyday life. Tariq Bin Ziad School uses this app with its students as a support tool to improve their Arabic language skills and enhance their linguistic abilities, in line with the school's goal of enabling students to master their native language.

By using these tools, we aim to enhance our students' abilities and motivate them to engage in self-directed, continuous learning, while ensuring effective and clear communication with parents.

Student Evaluation

A wide range of assessment strategies are used, consistent with the PYP assessment principles. These include note-taking, performance assessment, procedure-based assessment, selected responses, and open-ended assignments.

Assessments aim to:

- Explore students' previous knowledge.
- Allow students to demonstrate their understanding through summative assessment, while formative assessment enhances student learning and teaching.



Reports and Parent Meetings

Written reports

- Two final (summative) reports are issued at the end of each semester.
- Two progress reports are issued in the middle of each semester.
- Reports are accessible online through the ManageBac platform.
- Parent-teacher-student meetings are held to set goals.

After teachers conduct diagnostic tests at the beginning of the school year, they work with students to identify each student's strengths and weaknesses, develop an action plan for the student, and schedule an appointment with parents to discuss the student's progress and how to work to improve the student's performance.

Parent-Teacher Meetings

Parents and teachers have opportunities to discuss student progress and needs after receiving written reports for each semester. Parents can schedule a meeting with the teacher at any time during the year as appropriate; meeting times are included in the school calendar.

Students Meeting with Parents

An important element of the philosophy of the elementary program is the growth of students who actively participate in enhancing their previous knowledge and experiences and applying new knowledge to become thoughtful and self-directed learners. As Tariq Bin Ziad School Certified by In the International Baccalaureate (IB) programme, students are encouraged to be adventurous, setting goals for themselves and communicating their ideas to others. We help students achieve this by organizing annual presentations for their parents to showcase their learning and growth during the academic year. Students display portfolios of their work across the curriculum and organize a tour of their learning environment for their parents.

Extracurricular Activities Program

Offering activities for students from kindergarten through fifth grade, this program lasts six to eight weeks. Examples of available activities include basketball, art club, soccer, computers, cooking, sewing, etc.

All students from kindergarten to fifth grade are entitled to participate in activities in coordination with their class teachers.



Books and Educational Materials

Tariq Bin Ziad School provides textbooks. If a textbook is lost or borrowed from the library, the student is expected to pay compensation. Tariq Bin Ziad School also provides the necessary basic materials at the beginning of the school year. Class teachers may send a list of required teaching materials at the beginning of the year, as necessary.

Study Supplies and Materials

Tariq Bin Ziad School provides all basic classroom supplies at the beginning of the school year, ensuring students are ready to learn from day one.

If necessary, teachers may send an additional list of supplies to the home or classroom at the beginning of the year, explaining the purpose and use of each item, to ensure family cooperation in providing what is needed to support the learning process.

Primary School Curriculum

What are the objectives of Tariq Bin Ziad School?

Tariq Bin Ziad School will meet the educational needs and expectations of our students, and we look forward to providing the opportunities our students need to develop their full potential by:

- Achieving academic excellence through diverse teaching and learning strategies.
- Providing and maintaining the highest standards through continuous evaluation and improvement of all programs.
- Providing quality education for the highest standards of academic, physical, social and cultural growth and development.
- Provide consistently challenging goals, so that each student realizes their full potential.
- Optimal education to international standards.
- Providing a safe, supportive learning environment.
- Embracing and using information technology to ensure student success in a rapidly changing world.
- Providing a wide range of extracurricular opportunities for students to develop outside of academics.
- Encourage the virtues of self-respect, respect for others, perseverance, cooperation, and giving.
- Emphasizing that good communication between all parties is essential to efficient school management.
- Promote and appreciate diverse traditions and values, including Arabic culture and language.



- Working in partnership with parents, colleagues and the local community.

What is the International Baccalaureate Organization?

It is a non-profit educational organization based in Geneva, Switzerland. The International Baccalaureate Organization offers a continuum of education for children aged 3 to 19 years, through its three programs – the Primary Years Programme, the Middle Years Programme, and the Diploma Programme.

What does the Primary Years Programme mean?

The Primary Years Programme is a curriculum designed for students aged 3 to 12 years that focuses on developing the child's awareness as an inquirer, both inside the classroom and in the outside world.

What makes the Primary Years Programme special?

The program focuses on child development and provides a framework that can meet the child's academic, social, physical, emotional, and cultural needs. It is inquiry-based and integrated into the curriculum. Students take ownership of their learning and develop skills and attitudes to help prepare them for life. The Primary Years Program also caters to the needs of different types of learners in the classroom. The program also tends to enable students to explore concepts more deeply, so that they are on their way to becoming global citizens.

Objectives of the Tariq Bin Ziad School curriculum

Tariq Bin Ziad School offers the International Baccalaureate Primary School Programme. The curriculum reflects the understanding that our students have highly individualized learning styles. In their classrooms, students and teachers collaborate to develop meaningful individual goals in an environment that emphasizes curriculum philosophies such as cooperative learning and inquiry-based learning.

Tariq Bin Ziad School's Primary Years Curriculum

- Suitable for child development.
- Emphasizes skills and approaches to the educational process.
- Develops global awareness.
- Emphasizes "how to learn" rather than "what to learn."
- Reflects various teaching and learning styles.
- Develops language use across the curriculum and includes a range of authentic assessment strategies.

Primary Years Programme

The International Baccalaureate curriculum for ages 3–11 aims to develop each child's intellectual, emotional, and physical potential, in a safe and stimulating environment, through curricula and



teaching methods.

Primary school curriculum

The main features of the Primary Years Programme are:

- **International perspective:** To maximize the diversity of our students' background and experience, the curriculum combines best practices from education systems around the world and gives Tariq Bin Ziad students a global view of the world.
- **Inquiry-based:** Our teaching methods are based on the individual knowledge and interests of the student, and emphasize learning and how learning is discovered.
- **Integrated:** English, Arabic, Qatari History, Islamic Studies, Mathematics, Science, Social Studies, Music, and Art are taught through cross-disciplinary themes to help students make connections between subjects, thus facilitating more effective learning.

For more information about the International Baccalaureate Primary Years Curriculum: www.ibo.org

Student Assessment

The PYP unit assessment is a comprehensive process, beginning from day one and growing with the student. It focuses not only on "What did the student learn?" but also on "How did they learn?" and "How did their perspective and understanding change?"

It is a means of encouraging deep thinking, contemplation, and the ability to transfer knowledge to new situations.

Assessment tools used

- **Anecdotal Records:** The teacher takes notes on the student's behavior and thinking while working.
- **Checklists:** Track achievement of specific skills or attitudes.
- **Rubrics:** It is used to evaluate work quality based on clear criteria.
- **Reflections:** The student writes or expresses his or her experience and understanding.
- **Portfolios:** Includes samples of student work that demonstrate their progress and understanding.
- **Evaluation conferences:** Individual meetings between the student and the teacher (and sometimes with the parents) to discuss learning.
- **Presentations:** Such as final presentations, collaborative projects, or an exhibition.

Formative and Summative Assessment

- **Formative assessment:** Continuous throughout the unit, it helps the teacher modify instruction



and guides the student to improve their learning.

- **Summative assessment:** At the end of the unit, it aims to measure deep understanding of the central idea through an integrative project or assignment.

Involving Students in Assessment

The student:

- Sets personal learning goals.
- Conducts self-assessment.
- Receives feedback from colleagues.
- Participates in defining success criteria.

What will students learn at Tariq Bin Ziad Primary School?

Arabic language and Islamic education

The Arabic language program at Tariq Bin Ziad School enables students to:

- Develop an increasing level of proficiency in all aspects of reading, writing, speaking and listening in Arabic.
- Develop an understanding and respect for Arab culture, customs, language and people with particular reference to Qatar.

The Arabic language program at Tariq Bin Ziad includes:

- Arabic language classes from preschool to fifth grade
- A curriculum specifically designed to meet the needs of Tariq Bin Ziad students, taught by qualified Arabic language specialists.
- Integrating speaking, listening, reading, and writing through a subject-based approach in a developmentally appropriate manner throughout the year
- Opportunities for students to apply their Arabic language studies in meaningful and relevant ways and in a range of different situations.
- Field trips to important cultural sites and exhibitions

The Islamic Studies program at Tariq Bin Ziad enables students to develop an increasing level of understanding of Islam such as:

- The Holy Quran
- Pillars of Islam and faith
- Principles, beliefs, ethics and rituals of Islam



The Islamic Studies program at Tariq Bin Ziad School includes:

- Islamic classes from preschool to fifth grade
- A research methodology specifically designed to suit the needs of Tariq Bin Ziad students.
- An appropriate development approach at every level
- Field trips to important religious sites and exhibitions
- Opportunities to apply Islamic ethics through continuous problem solving

Qatari History

In line with our vision of strengthening national identity and developing a sense of belonging and pride in our authentic Qatari history, the Qatar History Program at our school includes the following:

- A systematic and integrated teaching of Qatari history from kindergarten to fifth grade, enriching students' understanding of the country's development and heritage enabling students to connect their learning to their identity.
- A curriculum specifically designed to meet the needs of school students, taking into account quality standards and cultural and cognitive depth.
- A qualified teaching staff specializing in teaching Qatari history, imparting knowledge to students with a sense of belonging and responsibility.
- Field visits that connect theory with experience, to national sites and exhibitions that embody the values and principles upon which the State of Qatar was founded.

Mathematics

The Tariq Bin Ziad Mathematics Program enables students to:

- Use mathematics in a variety of contexts
- Expand their ability to process mathematical concepts
- Learn mathematical thinking by developing strong fundamental skills.
- Learn to communicate through mathematical thinking
- Problem solving in mathematics

The mathematics program at Tariq Bin Ziad School includes:

- Focus on mathematical operations
- Practical training on the approach to mathematics
- Use of manipulatives
- Connecting mathematics to real-life experiences
- Five Standards - Numbers and Operations, Algebra, Measurement, Geometry and Data Analysis



English Language

The English language program at Tariq Bin Ziad School is based on the inquiry-based Primary Years Programme (PYP) framework, and the standards AERO (American Education Reaches Out), which guides teaching and assessment processes. The program includes the following key areas: Reading, Writing, Listening, Speaking, and Language basics, where they are taught and assessed within an integrated curriculum.

The program aims to develop a love of literature among students and enhance their understanding that language is an essential tool for learning.

The program includes:

- Integration of reading, writing, listening, and speaking skills, as well as viewing and presentation, across all subjects
- Focus on language learning through inquiry and research
- Exposure to a variety of literary and media texts
- Access to resource-rich libraries for students individually and in groups.
- Targeted instruction in small groups to meet the individual needs of each student.

Through this program, we seek to enable students to:

- Learn English through active engagement with meaningful language experiences.
- Acquire English language skills at stages appropriate to their development and individual needs.
- Understand that language learning is a continuous process that takes place inside and outside the classroom, and continues throughout life.

The primary teachers at Tariq Bin Ziad School support students to become Readers, Writers and Expert investigators. This is achieved through the use of effective teaching strategies and various assessment tools that contribute to accelerating their progress and academic growth.

Arts (Drama - Music - Visual Arts)

Through a process of exploration and discovery, every child from preschool to fifth grade is given the opportunity to process a range of materials and work in a variety of media.

The art program at Tariq Bin Ziad enables students to:

- Develop creativity, communication, and critical thinking skills through cultural understanding
- Respond to visual stimuli in unique and personal ways
- Use different materials, tools and techniques.

The art program at Tariq Bin Ziad includes:

- Art production, art history, art criticism and art appreciation
- Areas of drawing, painting, printmaking, sculpture, 3D design, textiles, mixed media and crafts
- Integration into other fields, especially Qatari heritage
- Visits to museums, galleries and other sites



Music

The Tariq Bin Ziad School music program enables students to:

- Discover Qatari, Arabic and Western music
- Enjoy and experience music in a practical way
- Acquire listening and evaluation music skills
- Express feelings through music
- Develop vocal skills according to their ability

The music program at Tariq Bin Ziad includes:

- Opportunities for participatory activities and experiences during class sessions and in public presentations
- Voice training to improve vocal production
- Playing percussion, melodic and non-melodic instruments.

Physical Education

At Tariq Bin Ziad School, we believe that physical education is an essential part of development. The integrated approach not only supports physical health, it also promotes team spirit, self-confidence, and lifelong healthy habits.

Our physical education program includes:

- Specialized physical education teachers for all grades.
- Activities that focus on movement, fitness, and knowledge, to meet the physical, mental, and social needs of students.
- **A variety of games and activities such as:** game skills, team games, gymnastics, athletics, health-related fitness, motor displays, net and wall games, swimming, and individual sports.

Through physical education, our students acquire:

- Gross motor skills, body control, and spatial awareness.
- Values of fair play, sportsmanship, and teamwork.
- Skills to use various techniques, equipment and facilities.
- The knowledge and confidence to participate in different types of sports, and acquire healthy, active habits that last a lifetime.

Social Emotional Learning (SEL)

At Tariq Bin Ziad School, we care about developing the student's entire personality, not just their academic achievement. Therefore, we have a program for Social Emotional Learning (SEL) which helps students understand their feelings, deal with difficult situations, and solve problems in a correct way.



What does the student learn in the program?

- How to recognize and regulate their feelings and how their feelings impact their behavior.
- How to consider others' feelings and treat them with kindness and respect.
- How to differentiate between a big problem that needs immediate help, and a small problem that they can solve on their own.
- When and how to seek help from teachers or a social worker.

How do we teach these skills?

- Through regular in-class lessons, provided by the class teacher in collaboration with the social worker.
- Through daily situations and practical activities that help students apply what they have learned in their lives.

Our goal is to see our students able to communicate confidently, approach conflict with emotional intelligence, and build relationships based on respect and compassion.

Student Support Programs – SANAD

The Goal: Fostering a school culture that supports all learners, enabling them to grow and achieve their full academic, social and personal potential.

Approach:

Tariq Bin Ziad School primarily serves students who face challenges in some aspects of the curriculum and need additional support to meet learning requirements. Support extends from kindergarten through fifth grade and covers the areas of learning, behavior, physical health, and social and emotional well-being.

Support Team:

- Support Coordinator
- Learning Support Teachers (Arabic and English)
- Psychologists and Social workers
- Speech and Language therapists
- Occupational Therapists
- Behavior Specialists

Mechanism of Action:

1. **Follow-up and Monitoring:** The student's progress is assessed regularly to detect any learning or difficulties.
2. **Initial Support:** Providing feedback and follow-ups within the classroom, and making short-term adjustments or interventions, documenting this after informing the parent and obtaining their approval.
3. **Advanced Support:** If a student needs more specialized support, they will be referred to the



Student Support Team (Sanad) for further assessments and the development of a comprehensive intervention plan, with parents involvement throughout the process.

Home Learning

Homework supports classroom learning. Weekly messages to parents outline the tasks required, ensuring that assignments are age-appropriate.

Homework is assigned from Sunday to Thursday only, through the weekly newsletter published on the Seesaw platform.

Grade level	Expected time for home learning Daily with daily reading
Pre3 – Pre4	3-5 minutes
KG - First Grade	15 minutes
Second grade - Third grade	20-30 minutes
Fourth grade - Fifth grade	30-45 minutes

Types of Home Learning

- Reading
- Skills Enhancement
- Project-Based Learning
- Research Assignment



Promotion and acceptance criteria for Tariq Bin Ziad School according to Qatar Foundation policies

Academic stage	Promotion and acceptance criteria	Procedures when standards are not met
Kindergarten (Pre3 – Pre4)	Social and emotional development Verbal communication skills Matching learning needs with available support systems.	Conditional promotion with a two-year action plan Level 1 and 2 learning support Level 3 supports interventions with a Total Learning Coordinator (TLC).
Lower grades of the Primary Years Programme (KG – Grade 2)	Social and emotional development. Parental cooperation in identifying and addressing learning needs Parental commitment to maintaining an appropriate attendance rate. Achieving 30% or higher in English Reading and Writing (MAP), Mathematics (MAP) and Arabic Language (CEFR).	Conditional promotion with a two-year action plan Level 1 and 2 learning support Level 3 support interventions with The Learning Center (TLC) Transfer consideration for specialist support schools
Upper grades of the Primary Years Programme (grades 3–5)	Achieving 40% or higher in English Reading and Writing (MAP), Mathematics (MAP), Arabic Language (CEFR) Parental commitment to maintaining an appropriate attendance rate. Attendance of no less than 90% (Except for authorized absences).	Conditional promotion with a two-year action plan Level 1 and 2 learning support Level 3 support interventions with a Total Learning Coordinator (TLC) Transfer consideration for specialist support schools

Preschool (Pre3 – Pre4)

In Preschool (Pre3 – Pre4), the promotion criteria focus on your child's social and emotional development, verbal communication, and learning needs that align with the school's available support systems. If these criteria are not fully met, conditional promotion may be granted under a two-year action plan. In agreement with parents, a plan will include targeted learning support, such as Tier 1 and Tier 2 classroom-based interventions, or more intensive Tier 3 support involving our Student Support Team (SST). Our aim is to create a nurturing environment that helps your child develop the foundational skills needed for the next stage of their educational journey.



For Pre-School students who joined TBZ under a conditional agreement, insufficient progress in the areas outlined in the conditional letter, and failure to demonstrate ability to meet the demands of the programme for the coming KG Grade will result in the need to explore alternative schooling options within Qatar Foundation that are better suited to the child's individual learning needs and developmental stage.

Lower primary stage (kindergarten - second grade)

In the lower elementary stage, we focus on balancing academic progress with students' social and emotional development.

Promotion criteria

Your child's performance is evaluated based on their progress in the following areas:

- Reading and writing in English
- Mathematics
- Reading and writing in Arabic

At the lower primary level, academic performance takes on greater importance, and we expect our students to achieve the following standards:

- Achieve at least 30% in English, Mathematics, and Arabic.
- Maintain an attendance rate of at least 90%, except in cases of authorized absence.

If a student fails to meet these standards, the school may offer conditional promotion as part of a two-year action plan. This plan aims to provide the necessary educational support to bridge any learning gaps and ensure a solid foundation for the student's academic future.

Upper primary stage (third grade - fifth grade)

At the upper primary level, academic performance takes on greater importance, and we expect our students to achieve the following standards:

- Achieve at least 40% in English, Mathematics, and Arabic.
- Maintain an attendance rate of at least 90%, except in cases of authorized absence.

If a student cannot meet these criteria, the school may consider awarding him/her conditional promotion within a two-year action plan, which may include specific interventions to support learning, this approach aims to help the student overcome academic difficulties and ensure their success.

Ensuring Academic Success

Tariq Bin Ziad School is committed to working closely with families to provide the necessary support to ensure that each student is prepared for the academic challenges of the next academic year.



Support and Cooperation Plan

- If your child's performance is below the required percentage in any grade, the school will implement a two-year comprehensive support plan.
- This plan includes targeted educational interventions, regular progress monitoring, and close collaboration with parents.
- It is essential for parents to be actively involved, by providing ongoing support and follow-up at home, to ensure the desired progress is achieved.

Alternative educational path options

- If sufficient progress is not made by the end of the grade, the school will initiate discussions about exploring alternative educational pathways within Qatar Foundation.
- These paths may be more appropriate for your child's unique needs and developmental potential.
- Failure to meet promotion criteria may cause a student remaining in the same grade (repeating a school year) or even dropping out of school.

Promotion review and appeal process

- Parents have the right to submit a written appeal regarding decisions to promote or retain a student.
- The appeal should be addressed to the school principal, who will appoint a committee to review it.
- The committee reviews all information provided by parents and the school and makes a final decision that is communicated to both parties.
- The school retains all documents related to promotion decisions and appeals.

After School Activities (ASA)

The school offers a rich program of enrichment activities for students from kindergarten to fifth grade, with the aim of developing talents, honing skills, and strengthening the student's character to become a conscious and responsible global citizen.

After-school activities are organized over the course of one semester, with each session lasting eight consecutive sessions. Some activities are designated for specific grade levels or have limited seating capacity.

Students must pre-register to participate, and the school will provide registration instructions. After the student has registered and been approved for the activity, we expect them to attend until the end of the session, ensuring they are picked up from the school at exactly 2:45 PM.

Students are not allowed to attend any activity for which they are not registered or to switch after the sessions have started.



Activities include a mix of partnerships with local service providers, and clubs led by the school's own teachers.

After-school activity expectations

- Please commit to receiving students participating in activities at 2:45 PM
- Repeated late receipt may cause the student's cancellation of the activity.
- If the student exceeds 3 unjustified absences their place will be given to another student from the waiting list.
- For paid activities, full payment must be made to the service provider within the first two weeks.
- Students participating in sports activities must wear the physical education uniform and appropriate sports shoes.

The library at Tariq Bin Ziad School

The library is an oasis of knowledge and exploration at the heart of the school. It is a gateway to learning, reading for pleasure, or research, where students can browse a diverse collection of books and digital resources. Here, we nurture curiosity and cultivate a love of learning in students.

Tariq Bin Ziad School includes two libraries:

- The first is for early education from kindergarten through preschool.
- The second is for first through fifth graders.

Libraries organize ongoing events to promote a culture of reading among students, such as Reading Marathons and Book Week, where students participate in fun activities that stimulate a love of books and knowledge.

Book Borrowing Procedures

- Students are encouraged to borrow books throughout the school year.
- At the elementary level, books in Arabic and English can be borrowed for two weeks, and are returned when the student visits the Learning Center with their class or before/after school.

Late, Lost, or Damaged books

- At the end of the school year, all books in the Tariq Bin Ziad Library are collected in preparation for a resource inventory.
- After the inventory is taken, a reminder is sent to parents regarding overdue books. If books are not returned or fines are not paid, end-of-year reports will be withheld until the matter is resolved.
- At the end of each semester, overdue book notices are sent to parents.



In case of lost or damaged books, the following should be followed:

- The student will be fined (QAR 150 per book).
- The fine is paid directly to the school cashier at the kindergarten reception, and an electronic receipt is sent to the librarians.
- After payment, students can resume borrowing books.
- If the lost book is found during the same academic year, the fine can be refunded upon returning the book and providing the cashier with the bank transfer information.
- Purchasing a replacement copy from an external source as an alternative to paying the fine is not permitted.
- Students should not attempt to repair damaged books at home, but should inform librarians upon return.

IT facilities at Tariq Bin Ziad School

Technology in Elementary School

The vision of Tariq Bin Ziad School is one where technology is an essential and necessary part of the daily life of the school for teachers, students, and community members. TBZ is a place where technology empowers students to pursue dreams and where the purposeful uses of technology inspire students to develop critical thinking skills and support continuous discovery. We are in the 21st century, where rapidly changing digital technologies have redefined the skills our students need to prepare for the challenges of life in an increasingly digital world. There has been a change in mindset, a shift in thinking away from technology as an add-on to being an integral part of learning for all.

Technology is not an end in itself but a tool that can bring about tremendous improvements in the quality of teaching and learning.

Our technology program is a fully integrated program where we bring the world to Tariq Bin Ziad School by expanding the walls of our classroom through the e-learning experience using information technology in creative ways.

Tariq Bin Ziad School encourages parents to support their children's development and 21st-century e-learning by providing a computer with internet access at home. Students are expected to practice strong digital citizenship and adhere to Tariq Bin Ziad's Responsible Use Guidelines.

Technology facilities

Tariq Bin Ziad Primary School students are supported in their learning through a variety of technological tools and a unified classroom setting. Classes from Pre3 to Grade 5 contain On ceiling-mounted projectors, at least three laptops, one or more iPads, and access to a printer. There is a computer room and lab with 22 computers connected to a laser printer. Other technology tools available for use include interactive smart boards, digital microscopes, iPads (including an iPad cart with 25 iPads), video



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cameras, scanners, visualizers, and a variety of age-appropriate software.

Welcome to the Tariq Bin Ziad School family