



International Baccalaureate®  
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## Report on School Authorization

MYP Gloucestershire International School - IVE UK  
Gloucestershire International School - IVE UK  
060134  
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In order to become an IB World School offering an IB programme, schools must demonstrate that certain practices and programme requirements are in place and that planning is in progress for others. This information is available for schools in the *Guide to school authorization*.

This report describes the outcome of the authorization process and is structured according to the *Programme standards and practices*. It is based on the verification of the evidence provided by the school to demonstrate that it meets the IB's authorization requirements.

Where the verification visit team has found that a practice or requirement is not in place, the report will include a "Matter to be addressed." The team will have outlined the related evidence the school must provide to the IB to demonstrate that the practice is being met.

Where the visiting team has found that a practice or requirement is in place or in progress, they may have chosen to provide the school with a commendation or recommendation and evidence to support their findings. Commendations relate identify school practices that are beyond the requirements for authorization and will benefit the implementation of the programme, while recommendations provide guidance for the school on further developing the programme. It is expected that the school will incorporate recommendations into its action plan and will show that they have taken action on the recommendations at the time of evaluation.

We wish you every success as you take the next steps toward authorization.

## Section A: Philosophy

### Standard A

The school's educational beliefs and values reflect IB philosophy.

**Practice A.1:** The school's published statements of mission and philosophy align with those of the IB.

#### Findings of the Visiting Team:

The school's mission and vision are in perfect alignment with IB philosophy.

From conversations with teachers, administrators and students it is evident that there is awareness of the school and IB's mission statement. The mission statement is viewed and discussed by students who are actively involved in seeing how it is brought to life at school. The visual presence of the IB mission statement is tastefully displayed in a unique art piece in the school dining room.

The school has published statements of its mission and philosophy in brochures or promotional literature and endeavours to make its mission statement come alive in all school activities and learning experiences.

#### Practice in Place? *Yes*

#### The IB commends:

The school fosters student awareness of the values embodied in both the IB and the school's mission statement.

**Practice A.2:** The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.

#### Findings of the Visiting Team:

The school has had the required Launching the MYP workshop and, in most subject groups, teachers have attended an official IB workshop.

Discussions with the school board, administrative and pedagogical staff clearly indicate that IB philosophy has been internalized and drives school life.

The parent body is well-informed because of information sessions held regularly by the pedagogical leadership team.

#### Practice in Place? *Yes*

#### The IB commends:

Channels of communication for the promotion of the MYP to the whole school community has been effective, reaching all school stakeholders.

**Practice A.3:** The school community demonstrates an understanding of, and commitment to, the programme(s).

#### Findings of the Visiting Team:

Teachers' comments show understanding and support for the MYP.

In conversations with students, it is clear that they have a sound understanding of the MYP and how they are learning.

Beliefs and values of the IB are shared by all sections of the school community and this is demonstrated through assemblies, school functions, parent information meetings and social media.

Parents are well-informed about their children's learning and progress and, in conversations, emphasized the open channels of communication that they enjoy with teachers, administrative staff and the Head of School.

The school board meets twice a term and receives regular email updates about the school whose running and growth they monitor closely.

**Practice in Place? *Yes***

**The IB commends:**

All groups within the school community demonstrate a deep understanding of, and commitment to, the MYP.

**Practice A.3.a:** The values of the PYP as indicated in the curriculum documents have an explicit impact on the decision-making and functioning of the school.

**Findings of the Visiting Team:**

The school offers MYP5 in the first half of the school year because, at present, students sit GCSE examinations during this year. The school's initial timeline does not allow students to complete their personal projects before intense preparation for the GCSE examinations begins,

MYP5 students undertake the personal project, with the first cohort having begun their projects in autumn of 2018.

Conversations with students show that they can explain the goals of the personal project and they are excited to be involved in this process but students indicate that they need to focus on GCSE preparation and therefore have no time to complete their personal project.

**Practice in Place? *Yes***

**The IB recommends that:**

The school to further develop strategies to enhance students' and parents' understanding of the central importance of the personal project and revise its timeline to ensure completion of the personal project before GCSE preparation and the subsequent examinations,

**Practice A.4:** The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.

**Findings of the Visiting Team:**

The attributes of the IB learner profile are represented in the school's mission statement and there is evidence of inclusion of the IB learner profile in the planning of teaching and learning.

The IB learner profile is a natural part of the school discourse and students can describe themselves, using the IB learner profile attributes.

The school has developed its own IB learner profile posters which are visible throughout the school and at the campus extension site.

**The IB commends:**

The school has embraced the IB learner profile attributes which guide patterns of behaviour in the community,

**Practice A.5:** The school promotes responsible action within and beyond the school community.

**Findings of the Visiting Team:**

Conversations with the MYP coordinator indicate a clear understanding of the promotion of responsible action within and beyond the school community.

There are plans to appoint a coordinator of service learning and establish procedures for student reflection on service activities.

Service projects have already been undertaken by students but these have not been documented, something which the school intends to address in the first term of the new school year.

**The IB recommends that:**

The school to further develop ways to document responsible action within and beyond the school community.

**Practice A.6:** The school promotes open communication based on understanding and respect.

**Findings of the Visiting Team:**

Parents, students and teachers feel safe and confident to express themselves openly and respectfully.

There is an atmosphere of warmth at school which promotes respect and open communication among all members of the community.

**Practice A.7:** The school places importance on language learning, including mother tongue, host country language and other languages.

**Findings of the Visiting Team:**

The language policy covers most salient points about language development but does not make any mention of the phases of learning.

Support for students for whom the language of instruction is not their strong language is supplied by two qualified EFL teachers and outsourced support is also used, if necessary.

Although the school has a few bilingual students, there are few mother tongue needs. In the case of the few students with a mother tongue other than the language of instruction, an after-school club fulfils this need.

Conversations with parents and students show an awareness of the importance of language learning and they show enthusiasm for the learning of additional languages.

**Practice in Place?**

**The IB recommends that:**

The school to ensure that students in language acquisition should be placed in phases on the basis of a placement test and work towards the objectives of the designated phase.

**Practice A.8:** The school participates in the IB world community.

**Findings of the Visiting Team:**

All members of staff have attended the onsite workshop, Launching the MYP, and most teachers have also attended subject specific IB workshops in their designated subject group.

The principal has been proactive in communicating with other IB World Schools in the United Kingdom, and China; and hHe is pursuing other options for networking with other IB World Schools.

**Practice A.9:** The school supports access for students to the IB programme(s) and philosophy.

**a.** The school implements the PYP as an inclusive programme for all students.

**Findings of the Visiting Team:**

The school offers a totally inclusive programme and shows an open-minded attitude when receiving potential students. There is a positive and fluid relationship with the two Local Educational Authorities so students have a smooth transition to and from the school. All students have access to the programme and there is an effective induction of students which includes the identification of all students' strengths and interests. Simply participating in the programme is not a goal in itself so there are systems in place to support students to be successful and be able to showcase their strengths.

**Practice in Place?** Yes

**The IB commends:**

The school has taken proactive and effective measure to ensure the success of the current cohort of students and has plans to enlarge the cohort of students participating in the MYP in the coming years.

## **Section B: Organization**

### **Standard B1: Leadership and structure**

The school's leadership and administrative structures ensure the implementation of the IB programme(s).

**Practice B1.1:** The school has developed systems to keep the governing body informed about the ongoing implementation and development of the programme(s).

**Findings of the Visiting Team:**

The school currently meets with the governing body twice a term to keep them informed about the ongoing implementation of the programme.

The advisory board of governors provides strong support for the school and is aware of the IB philosophy.

Conversations with the advisory body show that it is aware of the implementation and development of the MYP at the school and supports it both practically and philosophically.

**The IB commends:**

The school's advisory board is highly proactive and supportive, showing dedication and commitment to the school's mission, vision and sustainability.

**Practice B1.2:** The school has developed a governance and leadership structure that supports the implementation of the programme(s).

**Findings of the Visiting Team:**

Conversations with the governing body, leadership team, coordinator and staff reflect the support given to teachers in the implementation of the MYP.

There is a highly collegial atmosphere at the school which facilitates the positive implementation and ongoing improvement of the MYP.

**Practice in Place?** *Yes*

**The IB commends:**

The governance and leadership structure supports all aspects of the implementation of the MYP.

**Practice B1.3:** The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s).

**Findings of the Visiting Team:**

The principal is also the MYP coordinator and he demonstrates pedagogical leadership that is aligned with the IB philosophy by ensuring teachers and stakeholders are aware of the programme and its philosophy.

In discussions with staff members, they expressed that they feel comfortable approaching the coordinator for support and guidance.

**Practice in Place?** *Yes*

**The IB commends:**

The acting MYP coordinator has shown empathetic and focused leadership which ensures the effective implementation of the programme.

**Practice B1.4:** The school has appointed a programme coordinator with a job description, release time, support and resources to carry out the responsibilities of the position.

**a:** The MYP coordinator is part of the school pedagogical leadership team.

**Findings of the Visiting Team:**

The principal is also the acting MYP coordinator and has both release time and resources to implement the programme successfully. He has been actively responsible for creating an MYP team of teachers which is excited about the programme and committed to its aims and philosophy.

**Practice in Place?** *Yes*

**The IB commends:**

The acting MYP coordinator has been a pillar of support for the implementation of the MYP.

**Practice B1.5:** The school develops and implements policies and procedures that support the programme(s).

**a:** The school has developed and implements a language policy that is consistent with IB expectations.

**Findings of the Visiting Team:**

The documented language policy mentions support for mother tongues and outlines the selection of languages for the language acquisition courses offered at the school. Students currently take one language acquisition course but the school is investigating the possibility of offering an additional language to those students who are capable and show an interest in diversifying their language learning.

The language policy covers most salient points about language development but does not make any mention of the phases of learning.

Support for the few students who are not proficient in the language of instruction is provided by an outsourced language specialist.

**Practice in Place?** *Yes*

**The IB recommends that:**

The school to revise the language policy so that it includes details of how students in language acquisition are placed in phases on the basis of a placement test and can work towards the objectives of the designated phase.

**Practice B1.5b:** The school has developed and implements an inclusion/special educational needs policy that is consistent with IB expectations and with the school's admissions policy.

**Findings of the Visiting Team:**

The special educational needs policy describes the services the school provides, entry identification procedures and all support structures.

There is a SENCO who maintains all documents relating to students' accommodation and intervention procedures, as well as supporting teachers to differentiate materials to meet students' needs.

Learning support targets students with all types of learning needs as well as providing extension for high achieving students.

**Practice in Place?** *Yes*

**The IB commends:**

The school has developed an inclusive programme with policies and practices that effectively support students with special educational needs.



**Practice B1.5.c:** The school has developed and implements an assessment policy that is consistent with IB expectations.

**Findings of the Visiting Team:**

The documented assessment policy includes a philosophy of assessment that supports student learning and shows a constructivist approach to assessment.

The policy does not yet fully cover the frequency of formative and summative assessment, the use of best fit when awarding grades nor the standardization process.

The use of task-specific clarifications is not widespread and teachers are not consistently able to show an awareness of the contents and procedures of the assessment policy.

**Practice in Place?** *Yes*

**The IB recommends that:**

The school to ensure that assessment practices throughout the programme are aligned with its assessment policy and that the assessment criteria are applied appropriately, including the consistent use of task-specific clarifications.

**Practice B1.5.d:** The school has developed and implements an academic honesty policy that is consistent with IB expectations.

**Findings of the Visiting Team:**

There is a documented policy on academic honesty which is communicated to students in class; students and parents then sign an academic honesty contract.

In some classrooms, teachers have displayed guidelines to help students.

Students have a workshop on academic honesty at the beginning of the school year when they and their parents sign a contract which states that they understand and will act in accordance with the policy.

**Practice in Place?** *Yes*

**Practice B1.6:** The school has systems in place for the continuity and ongoing development of the programme(s).

**Findings of the Visiting Team:**

The school has plans in place for the ongoing development of the programme and the school is planning to build a science laboratory at its campus extension, the Wilderness centre, which will be ready by May 2019.

In discussions with the pedagogical leadership team, plans for the ongoing development of the MYP at the school are explained which have the support of the school's advisory board. These plans will ensure the sustainability of the school, both logistically and financially.

**Practice in Place?** *Yes*

**Practice B1.6.a:** The school's organizational structures support the implementation of all subject groups offered by the school, approaches to learning, service and the personal project (or community project for programmes that end in MYP year 3 or 4).

**Findings of the Visiting Team:**

Conversations with teachers indicate that they feel supported by the organizational structure in the implementation of their subject group but indicated that they need guidance and support in relation to approaches to learning, service and assessment.

The acting MYP coordinator takes on many responsibilities which will be delegated to other staff from June 2019. At this time the lead teacher for the mentorship programme will become the service learning leader.

**Practice in Place?** *Yes*

**Practice B1.7:** The school carries out programme evaluation involving all stakeholders.

**Standard B2: Resources and support**

*The school's resources and support structures ensure the implementation of the IB programme(s).*

**Practice B2.1:** The governing body allocates funding for the implementation and ongoing development of the programme(s).

**Findings of the Visiting Team:**

The school's projected budget provides a thoughtful allocation of funds so that improvement of facilities which has been planned can be carried out, such as the building of a science laboratory at the campus extension site and a tennis court to provide a more diverse sports programme.

Strategic planning in conjunction with the school's advisory board will ensure sustainability for the school and its future growth.

**Practice in Place?** *Yes*

**Practice B2.2:** The school provides qualified staff to implement the programme(s).

**Findings of the Visiting Team:**

The school has provided qualified staff to implement the programme, all of whom express enthusiasm for both the MYP and their school; these qualified teachers are willing learners of best MYP practice.

**Practice in Place?** *Yes*

**Practice B2.3:** The school ensures that teachers and administrators receive IB-recognized professional development.

- a. The school complies with the IB professional development requirement for the MYP at authorization and at evaluation

**Findings of the Visiting Team:**

The school provides training opportunities for staff professional development. One teacher from each subject group in the MYP has participated in the IB-recognized online workshops. The head, who is also the acting MYP coordinator, has participated in category 1 heads/IB coordinator workshop and all teachers have participated in the introductory workshop, Launching the MYP.

In weekly meetings, teachers are encouraged to share what they have learnt in their workshops and also to share examples of best practice as these unfold in their classrooms.

**Practice in Place?** *Yes*

**Practice B2.4:** The school provides dedicated time for teachers' collaborative planning and reflection.

**Findings of the Visiting Team:**

Conversations with teachers show that collaborative planning takes place on a weekly basis. The agenda and finalized minutes are distributed to ensure that any teacher who may miss a meeting is fully informed.

The school is small and teachers also have many opportunities to collaborate or discuss plans with their peers.

**Practice in Place?** *Yes*

**Practice B2.5:** The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).

**Findings of the Visiting Team:**

Facilities (and plans for facilities) do not allow for the MYP subject-group aims and objectives, requirements of the MYP, to be met.

In sciences, there are no facilities to be able to undertake laboratory work but the school has access to laboratories at another school and has plans to build their own science laboratories.

Further development of an onsite of tennis and a multipurpose court will ensure greater diversity of sports within the PHE curriculum.

Food technology units can be delivered as there is a professional kitchen at school with onsite chocolate manufacturing equipment.

**Practice in Place?** *Yes*

**Practice B2.6:** The library/multimedia/resources play a central role in the implementation of the programme(s).

**Findings of the Visiting Team:**

There is an attractive library which is well-populated with print resources. The library is a safe and inviting place for students to work, learn and foster a love of reading.

There is not yet a full-time librarian but future plans include this appointment.

All students have chrome books which they use for inquiry-based projects, subject-specific drills and practice.

**Practice B2.7:** The school ensures access to information on global issues and diverse perspectives.

**Findings of the Visiting Team:**

The school has a one-to-one device policy and the school has a strict policy to ensure student safety when using web-based resources.

In discussions with teachers and students, they could explain how global issues inform class discussions and help nurture diverse perspectives.

A rich outdoor learning programme for MYP1-4 students further expands students perspectives and enriches their learning experiences in a rural context.

**Practice B2.8:** The school provides support for its students with learning and/or special educational needs and support for their teachers.

**Findings of the Visiting Team:**

The school has a comprehensive inclusion policy which meets both IB and local/national requirements. The school has a focused process to map students' strengths and interests and use this information to create Individual Student Plans (ISP) which form the basis for mentorship and the creation of learning materials and assessments which allow the students to demonstrate their learning.

All these procedures and processes also support teachers who describe how positive this focused intervention for students with learning and emotional needs. They also emphasized the role the SENCO plays in promoting differentiation at the school and extension where necessary.

Parents express this satisfaction at the support offered by the SENCO, the counsellor and individual subject group teachers.

**The IB commends:**

The school has developed a personalized approach to drawing on students' strengths and interests in order to develop social skills via the mentorship programme and promote the progression of learning in all subject groups.

**Practice B2.9:** The school has systems in place to guide and counsel students through the programme(s).

### **Findings of the Visiting Team:**

The students have a school counsellor who meets students individually and also leads PSHE lessons in all MYP classes.

The school has an induction process that draws students' strengths and interests in order to fine-tune teaching strategies for each student and take their individual learning styles into account.

The school has a simple referral process for students who are underachieving or showing that there are areas of difficulty for them in specific subject groups.

Teachers explain that the counselling process supports their students, especially those who are emotionally fragile.

**Practice B2.10:** The student schedule or timetable allows for the requirements of the programme(s) to be met.

### **Findings of the Visiting Team:**

Conversations with the teachers, MYP coordinator and pedagogical leadership team confirm that the required hours are met for all the subject groups. The allocated number of hours for some subject group fluctuates from term to term and this may have an impact on skill development in those subject groups.

**Practice in Place?** *Yes*

### **The IB recommends that:**

The school to investigate possibilities to further refine the timetable in order to ensure a progression of skills in all subject groups in each term of the academic year.

**Practice B2.10.a:** The schedule or timetable provides a broad and balanced choice of subjects from the required MYP subject groups.

### **Findings of the Visiting Team:**

The school timetable shows that in MYP1-4 all students take at least one course from each of the eight subject groups.

There is a rich outdoors learning programme in place for MYP1-4 students on a rotation basis which adds depth to their learning experiences.

**Practice in Place?** *Yes*

**Practice B2.10.b:** The schedule or timetable provides the minimum required teaching hours per year for the required MYP subject groups.

### **Findings of the Visiting Team:**

The school meets teaching requirements for all subject groups and concurrency of learning is assured for all subject groups.

**Practice in Place?** *Yes*

**Practice B2.10.c:** The schedule or timetable promotes concurrency of learning.

**Findings of the Visiting Team:**

Conversations with teachers and the MYP coordinator confirm that concurrency requirements for the subject groups are being met. However, the same number of weekly hours is not allocated to some subject groups in each term of the year.

**Practice in Place?** *Yes*

**The IB recommends that:**

The school to further investigate possibilities to enhance the concurrency of learning for any subject group which is allocated a single lesson during the spring term of the school calendar.

**Practice B2.11:** The school utilizes the resources and expertise of the community to enhance learning within the programme(s).

**Findings of the Visiting Team:**

The community is very involved with the school and parents are willing to give of their time to be guest speakers, guides, lead extracurricular activities and support service projects. For a small, new school the involvement and expertise of the community is a highly valuable resource.

**The IB commends:**

The school draws on the resources and expertise of the community which enriches learning within the MYP.

**Practice B2.12:** The school allocates resources to implement the PYP exhibition, the MYP personal project (or community project for programmes that end in MYP year 3 or 4), the DP extended essay and the CP reflective project for all students, depending on the programme(s) offered.

**Findings of the Visiting Team:**

The school allocates resources for supervising and coordinating the personal project and it has created documents to explain the procedure to students, teachers and parents.

The MYP coordinator is also the personal project coordinator as student numbers are low.

**Practice in Place?** *Yes*

## **Section C: Curriculum**

### **Standard C1: Collaborative planning**

Collaborative planning and reflection supports the implementation of the IB programme(s).

Note: “Collaborative planning and reflection” is used as a single concept as the two processes are interdependent.

**Practice C1.1:** Collaborative planning and reflection addresses the requirements of the programme(s).

**a:** The school has an approach to curriculum planning that involves all MYP teachers.

**Findings of the Visiting Team:**

Collaborative planning takes place in weekly meetings and teachers discuss the requirements of the programme but there is limited documented evidence of the process involved in horizontal and vertical planning.

There is effective informal collaboration and reflection by teachers due to the small number of students in the school.

**Practice in Place?** *Yes*

**The IB recommends that:**

The school to ensure that all MYP teachers take part in formalized horizontal and vertical collaborative planning.

**Practice C1.1.b:** Collaborative planning and reflection facilitates interdisciplinary learning to strengthen cross-curricular skills and the deepening of disciplinary understanding.

**Findings of the Visiting Team:**

The review of one interdisciplinary unit plan shows that the MYP unit planning process is beginning to be used but interdisciplinary links are often established when the same teacher teaches both subject groups or natural links which appear naturally between, for example, language and literature and performing arts (drama). There is little evidence of the formalized establishment of curricular links and connections across the subject groups.

**The IB recommends that:**

The school to ensure that interdisciplinary unit plans are developed collaboratively according to the MYP unit planning process.

**Practice C1.2:** Collaborative planning and reflection takes place regularly and systematically.

**Findings of the Visiting Team:**

Collaborative planning takes place on a weekly basis for the duration of one learning period and many meetings have been devoted to understanding the essential elements of the programme.

**Practice in Place?** *Yes*

**Practice C1.3:** Collaborative planning and reflection addresses vertical and horizontal articulation.

**Findings of the Visiting Team:**

The weekly meeting schedule demonstrates that there is time for horizontal and vertical planning of the curriculum but this results of this process have not been documented. Conversations with the MYP coordinator indicates that they have identified this as an area of growth.

**The IB recommends that:**

The school to ensure that collaborative planning time is used for formal horizontal and vertical articulation.

**Practice C1.4:** Collaborative planning and reflection ensures that all teachers have an overview of students' learning experiences.

**Findings of the Visiting Team:**

Teachers have developed subject group overviews but they are not all able to discuss the relationships between their subject and that of others. Consequently, teachers do not have a picture of the learning experiences their students have in subjects other than their own.

**The IB recommends that:**

The school to ensure that allocated meeting time should be used to ensure that all teachers have an overview of students' learning experiences and uncover cross- and interdisciplinary links.

**Practice C1.5:** Collaborative planning and reflection is based on agreed expectations for student learning.

**Findings of the Visiting Team:**

In discussions with teachers, it was clear that they could describe agreed expectations for student learning but could not explain how these are used in collaborative planning.

A review of unit planners indicates that most do not contain any reflections.

**The IB recommends that:**

The school to draw on expectations for student learning as a basis for collaborative planning and reflection.

**Practice C1.6:** Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.

**Findings of the Visiting Team:**

The use of Individual Student Plans (ISP) forms a sound basis for understanding individual student's learning needs and style. This in turn facilitates effective differentiation of learning experiences and classroom delivery.

All the teachers are able to discuss how they differentiate within their subject group.

**The IB commends:**

Teachers systematically incorporate differentiation for students' learning needs and styles into collaborative planning and reflection.

**Practice C1.7:** Collaborative planning and reflection is informed by assessment of student work and learning.



### **Findings of the Visiting Team:**

In discussions with teachers, some were able to explain how they use formative assessments to develop the taught curriculum; they use the data from these assessment tasks to inform the awarding of grades at reporting periods.

### **The IB commends:**

Teachers systematically use formative assessment of student work and learning in order to plan units, tasks and classroom activities.

**Practice C1.8:** Collaborative planning and reflection recognizes that all teachers are responsible for language development of students.

### **Findings of the Visiting Team:**

Conversations with teachers show some awareness of their joint responsibility for language learning but this has not been assumed as a responsibility. Conversations also indicate that teachers do not reflect consistently and this impacts the collaborative planning sessions.

### **The IB recommends that:**

The school to develop further strategies to include teachers' responsibility for student language development into collaborative planning and reflection.

**Practice C1.9:** Collaborative planning and reflection addresses the IB learner profile attributes.

### **Findings of the Visiting Team:**

The IB learner profile forms the basis for all patterns of behaviour at the school. The visual presence of the IB learner profile is evident in specially designed posters which are displayed in all rooms of the school.

Students can describe themselves, using the IB learner profile attributes and teachers use them in their day-to-day lessons and they include activities related to the IB learner profile attributes when they plan lessons and units.

## **Standard C2: Written curriculum**

*The school's written curriculum reflects IB philosophy.*

**Practice C2.1:** The written curriculum is comprehensive and aligns with the requirements of the programme(s).

### **Findings of the Visiting Team:**

Conversations with the pedagogical leadership team confirm that the national GCSE curriculum in combination is used for thematic content in all years of the MYP. In the second term, the MYP5 students follow this curriculum only in order to be prepared for GCSE examinations. Teachers are aware of the MYP objectives but they have not aligned these objectives with the national curriculum.

### **The IB recommends that:**

The school to ensure that the written curriculum is developed to address the requirements of the MYP while taking into national requirements by aligning the national curriculum with the MYP objectives for each year of the MYP.

**Practice C2.1.a:** The curriculum fulfills the aims and objectives of each subject group offered in each year of the programme and the personal project (or community project for programmes that end in MYP year 3 or 4).

**Findings of the Visiting Team:**

The school fulfils the aims and objectives in each year of the subject groups.

In PHE, it is clear that restricted facilities impact the choice of sports for the units in all MYP levels

There is a standalone subject, history, which takes students out of the classroom for authentic learning experiences with artefacts and environments which are related to historical events.

The MYP5 students only work on their personal project in the first term of MYP5, because of the focus on GCSE examination practice in the second term.

**Practice in Place?** *Yes*

**The IB recommends that:**

Revise plans for meeting the personal project objectives by revising the implemented timeline in order to ensure that students are able to complete their projects,

**Practice C2.1.b:** The written curriculum includes an approaches to learning planning chart for all years of the programme.

**Findings of the Visiting Team:**

There is an ATL guide which outlines the foundation the development of an ATL map which will include expectations of proficiency.

Conversations indicate that teachers use the ATL skills in their planning and in lessons but the school has not yet mapped the skills being used with levels of expectations per MYP level.

**Practice in Place?** *Yes*

**The IB recommends that:**

The school develops a more extensive ATL planning document that coordinates a plan for teaching a progression of approaches to learning skills across all years of the programme.

**Practice C2.1.c:** The written curriculum includes subject-group overviews for each subject group offered for each year of the programme.

**Findings of the Visiting Team:**

Subject group overviews were reviewed but not all were complete; however, it is clear that there is a structured vision of how the curriculum should unfold in each year of the MYP. These overviews do not yet always indicate that all the global contexts are being used during the five years of the programme but the MYP coordinator has explained that these overviews are under revision.

**Practice in Place?** *Yes*

**The IB recommends that:**

The school to ensure that the written curriculum allows for the development of the global contexts over the five years of the programme.

**Practice C2.1.d:** Unit plans are documented according to the MYP unit planning process.

**Findings of the Visiting Team:**

A review of unit planners indicates that the IB templates are being used but reflections have not consistently been included.

The planning process is still new to most teachers who are using the concepts and global contexts in their unit planners but not all six global contexts are being used by all teachers across all five years of the programme; the use of explorations for the selected global contexts is still not an established practice.

Student reflections are not recorded in a consistent manner but the school has outlined its plans to introduce a reflection journal for service learning.

**Practice in Place?** *Yes*

**The IB recommends that:**

Teachers to further develop the scope and variety of global contexts used in unit plans, providing an exploration for the selected global context.

**Practice C2.1.e:** The curriculum fosters disciplinary and interdisciplinary understanding.

**Findings of the Visiting Team:**

There is one collaboratively planned interdisciplinary unit that includes more than one subject group in each year of the MYP. This has been a unit created and delivered by one teacher teaching two subject groups.

Conversations show that teachers are aware of the need to create interdisciplinary units for each year of the MYP and to establish cross-curricular links among subject groups when developing their own subject group units.

**The IB recommends that:**

The school to further develop interdisciplinary units that encourage meaningful connections and lead to new understandings that would have been unlikely through a single discipline.

**Practice C2.1.f:** There is a system for the regular review of individual unit plans and of the planning of approaches to learning skills.

**Findings of the Visiting Team:**

Conversations show that there are not yet systems in place to review unit plans which are designed by teachers who are mostly lone teachers in the subject group. Conversations with the MYP coordinator indicate that they are aware of the need to undertake a review of unit plans in order to fine tune materials and learning experiences for all students.

**The IB recommends that:**

The pedagogical leadership team should develop enhanced systems for the regular review of the written curriculum.

**Practice C2.2:** The written curriculum is available to the school community.

**Findings of the Visiting Team:**

The school website provides access to policies, curriculum and other information of interest to the community.

Promotional literature is comprehensive and provides the key elements of the MYP and its implementation at the school.

**Practice C2.3:** The written curriculum builds on students' previous learning experiences.

**Findings of the Visiting Team:**

Conversations with both teachers and students reveal that prior knowledge and learning experiences front load the introduction of new units and guide the planning of units.

Parents comment on how methodical and coherent they find their children's learning at the school, within the MYP framework.

**Practice C2.4:** The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time.

**Findings of the Visiting Team:**

Subject-group overviews include the knowledge, concepts, and skills to be developed each MYP year but there is a tendency to repeat the same concepts across the years.

ATL skill development is difficult to track as there are, as yet, no expectations for proficiency for each year of the MYP.

**The IB recommends that:**

Subject-group overviews to be reviewed to ensure that there are diversity and depth of conceptual understanding developing in each year of the MYP.

The school to create an ATL map with levels of expectations for proficiency to facilitate the monitoring of skill development across all years and subject-groups.

**Practice C2.4.a:** The written curriculum includes the prescribed key concepts and related concepts in each subject group.

**Findings of the Visiting Team:**

The written curriculum includes the prescribed key concepts and related concepts for each subject group, evidenced in the course overviews. However, not all key concepts per subject group are being used across the five years of the programme.

The spiralling of key concepts is a good practice, as teachers comment on, but some key concepts are being ignored in some subject groups.

**Practice in Place?** Yes

**The IB recommends that:**

The teachers to ensure that subject group overviews contain all the key concepts per subject group over the five years of the programme.

**Practice C2.5:** The written curriculum allows for meaningful student action in response to students' own needs and the needs of others.

**Findings of the Visiting Team:**

Conversations show that teachers are beginning to be aware of opportunities for action, deriving from teaching moments in their units. But they have not yet begin to document this but the MYP coordinator explains that this is to be addressed in upcoming collaboration meetings to ensure that the written curriculum across all subject groups allows for service as action opportunities,

**The IB recommends that:**

Teachers to identify and document service as action opportunities in their unit plans.

**Practice C2.5.a:** The curriculum provides sufficient opportunities for students to meet the learning outcomes for service in every year of the programme.

**Findings of the Visiting Team:**

The school has planned rich, diverse opportunities for student involvement in service in every year of the programme but has not provided documented evidence.

Outdoor opportunities for service about at the campus extension Wilderness Centre and students participate regularly and with great enthusiasm.

Teachers and students have not yet begun to document and reflect on the learning outcomes for these activities.

**The IB recommends that:**

The school to document the opportunities it provides for student involvement in service and aligns these with the MYP service learning outcomes.

**Practice C2.6:** The written curriculum incorporates relevant experiences for students.

**Findings of the Visiting Team:**

From conversations with teachers and a review of some unit plans there is evidence that learning experiences are rich and diversified.

The involvement of the learning support teacher has impacted how tasks and materials are differentiated.

Outdoor learning experiences ensure that all students are involved in different types of learning experiences.

**Practice C2.7:** The written curriculum promotes students' awareness of individual, local, national and world issues.

**Findings of the Visiting Team:**

Teachers can explain how they foster awareness of local, national and world issues in their lessons. They make use of varied activities including debates, seminars, field trips and guest speakers. Not all these activities are documented in unit plans but their impact is evident in the attitude all students have towards the school and their studies.

**The IB comments:**

Rich learning experiences promote students' awareness of individual, local, national and world issues and motivate them to be life-long learners.

**Practice C2.8:** The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives.

**Findings of the Visiting Team:**

The learning experiences which teachers discuss are related to local and global issues and lead students to reflect on human commonality, diversity and to view the world with multiple perspectives.

Parents comment on their children's interest in current events, global issues and the fact that their perspectives are broadening.

However, a review of the written curriculum indicates that student reflections are still not consistently recorded.

**The IB recommends that:**

Teachers to ensure that they develop a consistent approach for students to record their reflections.

**Practice C2.9:** The written curriculum is informed by current IB publications and is reviewed regularly to incorporate developments in the programme(s).

**Findings of the Visiting Team:**

The written curriculum is informed by IB publications and is reviewed to incorporate developments in the programme and the written curriculum has been updated since the school submitted the Application for authorization.

Conversations show that most teachers are aware of how to access IB publications and how to use them.

**Practice in Place?** *Yes*

**The IB recommends that:**

The school to ensure that all teachers have access to IB publications and these are used to review the written curriculum to ensure it is broad and balanced in MYP1-5.

**Practice C2.10:** The written curriculum integrates the policies developed by the school to support the programme(s).

**Findings of the Visiting Team:**

Some unit plans contain formative assessments as well as the summative assessment, as established in the school's assessment policy.

Differentiation strategies are also recorded and indicate that the inclusion policy impacts unit plans and the design of assessments.

**Practice C2.11:** The written curriculum fosters development of the IB learner profile attributes.

**Findings of the Visiting Team:**

The IB learner profile is infused into school life, both in and out of the classroom.

The school has designed its own IB learner profile posters which are displayed in every room of the school and at the campus extension.

Teachers and students use the IB learner profile attributes in everyday conversations and both parents and the school's advisory board embrace the IB learner profile attributes.

**Standard C3: Teaching and learning**

Teaching and learning reflects IB philosophy.

Note: "Teaching and learning" is used as a single concept as the two processes are interdependent.

**Practice C3.1:** Teaching and learning aligns with the requirements of the programme(s).

**Findings of the Visiting Team:**

In most lessons, teaching and learning aligns with the philosophy of the IB. Students are given the opportunity to engage, collaborate and be creative and in some lessons, ATL is explicitly referred to and developed.

**Practice C3.1a:** Teaching and learning at the school uses global contexts as contexts for inquiry.

**Findings of the Visiting Team:**

Teachers are familiar with the global contexts, however, there is currently inconsistent evidence of global contexts, and their explorations, being used in teaching and learning.

**The IB recommends that:**

The school to ensure that teachers use global contexts with specific explorations in teaching and learning effectively and to ensure the global contexts are varied in each subject group.

**Practice C3.1b:** Teaching and learning allows students to meet the MYP objectives in each year of the programme for each subject group studied.

**Findings of the Visiting Team:**

In subject groups, teaching and learning allows students to meet the MYP objectives. Students engage in project work, investigations and critical thinking engagements that are assessed against the MYP objectives for each subject group.

**Practice C3.2:** Teaching and learning engages students as inquirers and thinkers.

### **Findings of the Visiting Team:**

Teaching and learning is designed to allow critical thinking and inquiry. Students engage in a variety of inquiry-based engagements including projects, outdoor learning and debates.

Students respond well to teaching and learning strategies in the classroom and they are encouraged to think about why they are learning.

**Practice C3.3:** Teaching and learning builds on what students know and can do.

### **Findings of the Visiting Team:**

Teachers can explain how they use prior knowledge in their units, especially when they present new units or topics.

**Practice C3.4:** Teaching and learning promotes the understanding and practice of academic honesty.

### **Findings of the Visiting Team:**

The school has in place an academic honesty policy which outlines conventions for citing.

During class visits, academic honesty guidelines are visible on class walls as a reference for students.

Workshops have been initiated for students and parents to ensure understanding of academic honesty.

**Practice in Place?** *Yes*

**Practice C3.5:** Teaching and learning supports students to become actively responsible for their own learning.

### **Findings of the Visiting Team:**

During classroom visits, it became evident that students are taking responsibility for their own learning and are able to show initiative.

Parents comment that they are very happy to see their children becoming more self-directed learners.

**Practice C3.6:** Teaching and learning addresses human commonality, diversity and multiple perspectives.

### **Findings of the Visiting Team:**

In conversations with students and in classroom visits, students demonstrate that they are developing an awareness of diversity and multiple perspectives. As their learning experiences diversify, teachers express the hope that students will reach an understanding of human commonality.



**Practice C3.7:** Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue.

**Findings of the Visiting Team:**

There is an effective intervention procedure in place for students who join the school with specific language needs.

There are few students for whom the language of instruction is not their best language but they are well-supported to ensure that they can access the curriculum and develop their language skills.

**Practice C3.8:** Teaching and learning demonstrates that all teachers are responsible for language development of students.

**Findings of the Visiting Team:**

Teachers are aware that all teachers are language teachers and they endeavour to support their students. Apart from individually targeted support, there are also additional literacy lessons to reinforce these skills for all students.

**Practice C3.9:** Teaching and learning uses a range and variety of strategies.

**Findings of the Visiting Team:**

Teachers can explain how they use a variety of strategies used in their lessons, some of which acquired in the IB workshops they have attended.

**Practice C3.10:** Teaching and learning differentiates instruction to meet students' learning needs and styles.

**Findings of the Visiting Team:**

Differentiation is an area of strength at the school, with the SENCO playing a key role in the planning of materials and assessments, differentiated to accommodate students with educational needs or specific learning styles.

**Practice C3.11:** Teaching and learning incorporates a range of resources, including information technologies.

**Findings of the Visiting Team:**

This is a one-to-one device school, specifically chrome books and students have had workshops on how to be safe when accessing the Internet.

Learning experiences sometimes include the use of information technology or language drills using web-based resources.

**The IB recommends that:**

In order to develop richer learning experiences, teachers to incorporate a wider range of resources, including information technologies.

**Practice C3.12:** Teaching and learning develops student attitudes and skills that allow for meaningful student action in response to students' own needs and the needs of others.

**Findings of the Visiting Team:**

Students can describe the actions and projects they have undertaken, which arise from their learning.

Teachers can comment on the extent to which student action and service has been meaningful for students.

Parents express their pride in the empathy their children show for the needs of others and for the natural environment.

**Practice C3.13:** Teaching and learning engages students in reflecting on how, what and why they are learning.

**Findings of the Visiting Team:**

Samples of assessed student work and the arts process journals demonstrate that students are required to reflect on their learning but this is not always done consistently. Conversations with both teachers and students indicate that they are aware of the need to reflect and of its intrinsic value.

**The IB recommends that:**

Teachers to ensure that there are consistent processes in place to engage students in reflecting on how, what and why they are learning.

**Practice C3.14:** Teaching and learning fosters a stimulating learning environment based on understanding and respect.

**Findings of the Visiting Team:**

Students, teachers, parents and the school's advisory board speak respectfully of and to each other.

There is an attitude of respect and warmth at the school which is evident even during the verification visit; this facilitates inclusion for all types of learners and provides all students with an environment which is caring and safe.

**The IB commends:**

The school has built a stimulating, safe environment based on understanding and respect throughout the school community

**Practice C3.15:** Teaching and learning encourages students to demonstrate their learning in a variety of ways.

**Findings of the Visiting Team:**

From conversations with teachers and students, it is evident that most learning experiences allow students to demonstrate their learning in a variety of ways, taking into account their strengths and interests.

The ISP which the school develops for each student provides information for the teacher to create broad-based, diverse tasks.

**The IB commends:**

Learning experiences allow students to demonstrate their learning in a variety of ways.

**Practice C3.16:** Teaching and learning develops the IB learner profile attributes.

**Findings of the Visiting Team:**

Students and teachers give examples of how they use the IB learner profile to reflect and impact their personal behaviours.

Students can describe and evaluate their academic and social development according to the IB learner profile attributes.

**The IB commends:**

The IB learner profile permeates life at school and provides the basis for developing social and collaborative skills.

**Standard C4: Assessment**

Assessment at the school reflects IB assessment philosophy.

**Practice C4.1:** Assessment at the school aligns with the requirements of the programme(s).

**Findings of the Visiting Team:**

The school uses the subject group criteria for summative assessments and report accordingly and each criterion is assessed at least twice per academic year. However, assessments do not always allow students to reach all the criteria achievement levels.

**The IB recommends that:**

The school to ensure that assessments are correctly written to allow student progression in the MYP assessment criteria.

**Practice C4.1.a:** The school uses the prescribed assessment criteria for each subject group in each year of the programme.

**Findings of the Visiting Team:**

There are good assessment practices by some teachers including the use of task-specific rubrics.

Conversations show that teachers are familiar with the assessment criteria for each subject group, however, not all teachers use the assessment criteria effectively for assessments and there is a heavy reliance on formative assessments for final summative assessment levels.

**Practice in Place?** *Yes*

**The IB recommends that:**

The school to ensure that there is consistent use of assessment criteria in each subject group for assessments.

**Practice C4.1.b:** Teachers standardize their understanding and application of criteria before deciding on achievement levels.

**Findings of the Visiting Team:**

Conversations with teachers show that standardization of assessment tasks is not yet a consistent practice. Conversations show that the application of assessment criteria is becoming more proficient but achievement levels are still not objectively awarded. The MYP coordinator is aware that this is an area of further development for the MYP team.

**The IB recommends that:**

The school to ensure that a formal and consistent process of standardization is developed and used by all teachers.

**Practice C4.2:** The school communicates its assessment philosophy, policy and procedures to the school community.

**Findings of the Visiting Team:**

The school has taken measures to communicate the assessment policy to the school community on the school website.

**Practice in Place?** *Yes*

**Practice C4.3:** The school uses a range of strategies and tools to assess student learning.

**Findings of the Visiting Team:**

Conversations with teachers indicate that the school often uses a range of strategies in assessment and tools in assessment, including project-based assessments and examinations.

As the school is preparing students for GCSE examinations, there is still a heavy reliance on written examinations.

A review of assessed student work shows that the use of authentic assessments is inconsistent.

**The IB recommends that:**

The school to ensure that teachers create and use authentic assessments.

**Practice C4.4:** The school provides students with feedback to inform and improve their learning.

**Findings of the Visiting Team:**

A review of assessed student work indicates that feedback is given through formative assessments in exercise books and informally through teacher-student discussions.

**Practice C4.5:** The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).

**Findings of the Visiting Team:**

Conversations with the MYP coordinator indicate that the school is beginning to use ManageBac to record student grades and the school has started to monitor student progress on a limited basis.

Report cards have been issued showing the use of assessment criteria.

Conversations show that teachers are aware of the need to assess all strands of each criterion twice in each year of the MYP.

**Practice C4.5.a:** The school has a system for the qualitative monitoring of student involvement in service according to the school's learning expectations for service.

**Findings of the Visiting Team:**

The school provides good opportunities for service learning and is involved in the local community. But the school does not yet have a system in place to monitor student involvement in service.

**The IB recommends that:**

The school to develop a system for the qualitative monitoring of student involvement in service.

**Practice C4.6:** The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).

**Findings of the Visiting Team:**

Conversations with teachers indicate that the school has subscribed to ManageBac to report student progress and generate student reports and teachers are slowly beginning to familiarize themselves with the software and intend to use it for communicating assessment tasks and recording both formative and summative grades.

**Practice C4.7:** The school analyses assessment data to inform teaching and learning.

**Findings of the Visiting Team:**

A review of documentation shows the school is analyzing assessment data on a limited basis, mainly in English and mathematics. However, the school is starting to use baseline data to inform teaching and learning in the subject groups.

**The IB recommends that:**

The school to ensure that systems for tracking, monitoring and analysing data are in place and are consistent with local requirements.

**Practice C4.8:** The school provides opportunities for students to participate in, and reflect on, the assessment of their work.

**Findings of the Visiting Team:**

A review of assessed student work and conversations with teachers indicate that the school provides limited opportunities for students to reflect on assessment; common assessment reflection includes sheets that are completed in most exercise books.

Conversations with teachers and students indicate that students are asked to reflect on their work in a limited and sometimes inconsistent basis.

**The IB recommends that:**

The school to develop process and systems that ensure consistent reflection expectations across all subject groups.

**Practice C4.9:** The school has systems in place to ensure that all students can demonstrate a consolidation of their learning through the completion of the PYP exhibition, the MYP personal project (or community project for programmes that end in MYP year 3 or 4), the DP extended essay and the CP reflective project, depending on the programme(s) offered.

**Findings of the Visiting Team:**

The school has started to put in place procedures to ensure students can demonstrate consolidation of their learning through the MYP project, however, students in the current MYP5 cohort have not yet completed the MYP personal project as there wasn't sufficient time as time was needed to prepare for external examinations.

**Practice in Place?** *No*

**The school must ensure that:**

it has systems in place to ensure that all students can demonstrate a consolidation of their learning through the completion of the PYP exhibition, the MYP personal project (or community project for programmes that end in MYP year 3 or 4), the DP extended essay and CP reflective project, depending on the programme(s) offered.

**Evidence to be provided by the school:**

revised procedure or planned procedure to ensure that all students in MYP year 5 can demonstrate consolidation of their learning through the personal project.

revised procedure to ensure that all MYP year 5 students will be registered for moderation of the personal project and that samples of completed projects will be submitted for moderation.