

# Evaluation report

IB World Schools Department

## Report on Programme Evaluation

**Head of school:** Mr. Bryan Nixon

**School:** TASIS The American School in England

**IB school code:** 002261

**IB programme:** Diploma Programme

**Evaluation visit date(s):** Thursday 10 December 2020

Dear Mr. Bryan Nixon,

Thank you for completing the self-study process for programme evaluation. The IB recognizes that this process requires considerable time and effort from the entire school community. We appreciate the effort that you have made and hope that the insights gained along the way will be valuable in further developing your programme.

The aim of this evaluation is for the IB to ensure that the standards and practices of the programme are being maintained. The IB is aware that for each school the implementation of an IB programme is a journey, and that the school will meet these standards and practices to varying degrees along the way.

The present report is based on the analysis of the self-study questionnaire and supporting documents together with the findings of the school visit.

The report includes the following:

- feedback on the self-study process;
- commendations for school practices that address the Programme standards and practices in ways that solve challenges faced by the school and/or outstanding implementation;
- recommendations for the school on further developing the programme;
- matters to be addressed (MTBAs) that identify areas within a school's practice which, if not addressed immediately, will jeopardize the integrity of the programme and thus the school's entitlement to be considered an IB World School;
- findings that describe the practices at the school that led to the commendations, recommendations or MTBAs;
- indication of the evidence to be provided by the school in case of MTBAs;
- a conclusion for each standard.

## **Outcome of the evaluation process of your school**

Based on the findings included in the report, the IB has not identified any matters to be addressed.

We trust the information found in this report will support the school in its continued implementation and enhancement of the IB programme.

We wish you continued success with the implementation of the IB Programme. We hope the self-study process has been beneficial and will lead to an even stronger programme implementation. We appreciate the contribution your school makes to the IB community and look forward even greater engagement in the coming years.

Yours sincerely,



Adrian Kearney  
Director of IB World Schools

## Process of the school's self-study

	IB Response
<b>Timeline:</b> The self-study took place over at least 12 months.	18 Months
<b>Stakeholders involved:</b> Those involved in the organization and implementation of the programme contributed to this process: members of the governing body, administrators, teaching and non-teaching staff, students and parents.	Yes
<b>Gathering evidence:</b> The self-study is evidence based, drawing on existing school documentation and reflecting actual practice in the school during the period under review.	Yes
<b>Reflection in teams:</b> Meetings were organized, allowing time for reflection, discussion and collation of evidence, if applicable.	Yes
<b>The levels of implementation of practices:</b> The school has provided descriptors for assessing the practices.	Yes

## Section A: Philosophy

### Standard A

The school's educational beliefs and values reflect IB philosophy

#### Practice 1

The school's published statements of mission and philosophy align with those of the IB.

<b>Findings of the Team</b>	<p>The review and creation of the school's mission statement took place from 2017-2018 and involved representatives of all stakeholders.</p> <p>In addition the school has developed a set of 'Commitments and Outcomes' that supports the school's mission statement and promote 'Pathways, Engagement, Connection' and 'Life-long learning, International-mindedness and Service Leadership'. These pathways and commitments form the basis for the school's three-year strategic plan.</p> <p>The school's statements of mission and philosophy include references that the school values education that goes beyond academic development, encourages awareness beyond the individual and his or her immediate community and aligns with other elements of the IB mission statement.</p> <p>The school has published statements of mission and philosophy on its website.</p> <p>It is clear from conversations with the Head of School, the school leadership team and teachers that the school's mission statement is the cornerstone of all that happens within the daily life of the school.</p> <p>From information within the school's self-study questionnaire and conversations with teachers and the school's leadership team it is clear that, in the period under review, the school has invested considerable time and effort in reviewing and rewriting the mission statement to ensure that it accurately reflects the aims and philosophies of the school.</p>
<b>Commendations</b>	<p>The school for embodying the mission statement within the school community and the day to day life of the school.</p>

#### Practice 2

The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.

<b>Findings of the Team</b>	<p>Conversations with the governing body, administrative and pedagogical leadership and staff show their understanding of the IB philosophy as expressed in the IB mission statement and IB learner profile.</p> <p>The Head of School is an IBEN educator of over 20 years' experience.</p> <p>Conversations with the Head of School, teachers and the DP coordinator show a clear understanding of and a positive attitude toward all aspects of the IB philosophy and education.</p>
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### Practice 3

The school community demonstrates an understanding of, and commitment to, the programme(s).

<b>Findings of the Team</b>	<p>Conversations with the pedagogical leadership team and staff show that they understand the structure of the DP, the role that each plays in its implementation, the student-centered concept of the DP and the implications of the implementation of the DP for the school.</p> <p>Conversations with parents and students show that they understand and appreciate that each student is exposed to a broad and balanced curriculum, the DP is academically challenging but also aims at developing the attributes of the learner profile and the importance of the core.</p> <p>The creation and implementation of the school's 'Commitments and Outcomes' and 'Pathways' manifests the IB philosophy in a manner that makes it relevant to the daily life of the school.</p>
<b>Commendations</b>	The school community demonstrate wide understanding of, and commitment to, the DP.

### Practice 4

The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.

<b>Findings of the Team</b>	<p>Conversations with the pedagogical leadership team show they understand what actions need to be taken to promote international-mindedness and the development of the IB learner profile in the context of the DP. Examples of these actions are discussed.</p> <p>Conversations with teachers show they understand and promote international-mindedness and the development of the attributes of the IB learner profile.</p> <p>Parents understand and value the development of international-mindedness and are aware of the IB learner profile.</p> <p>Students are familiar with the concepts of international-mindedness and the development of the attributes of the IB learner profile.</p>
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## Practice 5

The school promotes responsible action within and beyond the school community.

<b>Findings of the Team</b>	<p>Conversations with school stakeholders show that the school is committed to responsible action within and beyond its own community.</p> <p>The school runs an allotment scheme that is open to members of the surrounding community.</p> <p>The school has organized trips to Romania to provide support to members of the international community. The CAS coordinator explained the long-lasting impact of the work in Romania on the school the students and the Romanian community.</p> <p>The school holds open campus events that are open to residents of the local community.</p>
<b>Commendation</b>	<p>The school for implementing regular and sustained actions that have an impact both locally and globally.</p>

## Practice 6

The school promotes open communication based on understanding and respect.

<b>Findings of the Team</b>	<p>Parents are comfortable during meetings and recognise the support that they receive from the school's teachers and leadership team. The school has implemented a number of parent-led groups including a support group for parents who are unfamiliar with Anglo/American culture and language.</p> <p>Teachers express themselves openly during meetings and are enthusiastic in their comments of the direction the school's journey.</p> <p>Students express themselves openly and respectfully and refer to the "one big family of TASIS".</p> <p>The school has developed and implemented a student IB council that meets weekly. Through the IB council students raise issues of importance to the student body and are able to influence the school's strategic plan.</p> <p>The school publishes a regular newsletter, 'The TASIS Times' and a 'Spotlight on Service' monthly bulletin.</p> <p>In the lessons visited students are comfortable in promoting their own ideas, asking questions and taking the initiative in class discussions.</p>
<b>Commendation</b>	<p>The school for enabling student and parent organization voice in school matters and decision making.</p>

## Practice 7

The school places importance on language learning, including mother tongue, host country language and other languages.

<b>Findings of the Team</b>	<p>Conversations with the pedagogical leadership team and teachers show awareness of the importance of language learning and of the implementation of the school's language policy.</p> <p>In the meeting with the group responsible for compiling the information on Standard A of the school's self-study questionnaire, it was made clear that language development within the school recognises the importance of developing understanding of culture as well as languages. The school is working toward developing and implementing a system of support for home languages as an authentic part of the curriculum.</p> <p>The school offers school supported self-taught option for students wishing to study their home language in Group 1.</p>
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## Practice 8

The school participates in the IB world community.

<b>Findings of the Team</b>	<p>Staff members actively access the Programme Resource Centre.</p> <p>The Head of School shared his long term aim to encourage more teachers to become IBEN members. However, he is aware that teachers have been through considerable change at the school and are working hard to implement the new initiatives as a result of this change. Therefore, there may not be the ability to take on IBEN roles at the current time.</p> <p>The Head of School is an experienced IBEN member and some teachers are IB examiners.</p>
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## Practice 9 + 9a + 9b + 9c

The school supports access for students to the IB programme(s) and philosophy.

<b>Findings of the Team</b>	<p>Conversations with the pedagogical leadership team which includes the DP coordinator, show that access to the DP is transparent, the school supports students in their decision to complete the full diploma or certificates and the AP.</p> <p>Conversations with parents and students show their awareness of the benefit that the DP bring to the students.</p> <p>Some DP graduates' parents can share their experiences and show appreciation for the education their children received.</p> <p>The DP coordinator works with students in Grades 9 and 10 to guide and advise them on their choice of either the DP or the AP depending on their academic record and future aspirations.</p>
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## Conclusion of the IB

Based on the analysis of the self-study questionnaires, the supporting documents and the findings of the school visit

	School's Conclusion	IB Response
<b>School's Progress</b> With regard to IB recommendations for this standard from the previous evaluation process or from authorization,		The school has taken into consideration the IB recommendations from the previous evaluation process or from the authorization.
<b>Conclusion</b>	Shows Satisfactory Development	Shows Satisfactory Development

## Section B: Organization

### Standard B1: Leadership and structure

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

#### Practice 1

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

<b>Findings of the Team</b>	<p>Conversations with the pedagogical leadership team and members of the governing body show that there is a clear system of regular and formal communication with the school's governing body about the DP.</p> <p>The DP Coordinator attends the governors' academic committee meetings and sends reports to the full governors' meetings.</p> <p>The self-study questionnaire and conversations with the governing body, the Head of School and the DP coordinator show that regular meetings are held between governors and the Head of School.</p>
<b>Commendation</b>	The DP coordinator for regular and formal communication with the Board.

#### Practice 2

The school has developed a governance and leadership structure that supports the implementation of the programme(s).

<b>Findings of the Team</b>	Conversations with the governing body, leadership team, DP coordinator and staff, in addition to the school's documentation, reflect the high level of continuous support given to the implementation of the DP. Middle management structures are in place that lead to increased support for the DP programme.
<b>Commendation</b>	The pedagogical leadership team and the governing body for implementing measures to increase support for the DP.

### Practice 3

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

<b>Findings of the Team</b>	<p>In meetings all stakeholders refer to the fact that they understand the roles of colleagues within the leadership team, that they highly value the expertise of the DP coordinator and that they feel supported in delivering the programme.</p> <p>The Head of school and the DP coordinator lead, co-ordinate and participate in regular meetings and provide communications to the wider school community about the IB programme.</p> <p>In meetings with all stakeholders' reference was made and recognition shown to the way in which the leadership of the DP actively promotes the IB philosophy and demonstrate the attributes of the IB learner profile on a daily basis.</p>
<b>Commendation</b>	<p>The leaders of the school and the DP for modeling the IB learner profile attributes in their daily actions.</p>

### Practice 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.

<b>Findings of the Team</b>	<p>Conversations with the DP coordinator indicate that she is knowledgeable about the responsibilities of coordination and considers that the allocated time and resources are consistent with the role.</p> <p>She has established strategies to ensure that all DP teachers feel supported and are confident in fulfilling their roles.</p> <p>Conversations with teachers indicate that the DP coordinator devotes time to support them. This was evidenced by the fact that the coordinator and the Head of School lead training sessions and meetings about the DP and conduct lesson observations to support DP teachers.</p>
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### Practice 5

The school develops and implements policies and procedures that support the programme(s).

<b>Finding of the Team</b>	<p>There are policies and procedures that support the programme. The Assessment Policy, the Academic Policy, the Admissions Policy and other policies support the delivery of the DP and are consistent with IB values.</p>
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### Practice 5a

The school has an admissions policy that clarifies conditions for admission to the school and the Diploma Programme.

<b>Findings of the Team</b>	<p>Conversations with school staff indicate awareness of the admissions criteria for the DP, which are included in the school admissions policy.</p> <p>Students are informed about the admission requirements to the DP and are provided with advice and guidance before they get to the stage of choosing their pathway.</p> <p>Students with special educational needs are supported and advised so that they are able to access the DP.</p> <p>Conversations with parents indicate awareness of the conditions necessary for students to study in the DP.</p> <p>Students are familiar with the criteria the school applies to enroll students in the DP.</p>
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### Practice 5b

The school develops and implements a language policy that is consistent with IB expectations.

<b>Finding of the Team</b>	<p>Conversations with teachers show that they apply the language policy and that they provide students with support in this regard.</p> <p>The school's SEN department provides teachers with a range of strategies that can be used to support the language development of students.</p>
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### Practice 5c

The school develops and implements an inclusion/special educational needs policy that is consistent with IB expectations and with the school's admissions policy.

<b>Findings of the Team</b>	<p>Conversations with the DP coordinator and teachers indicate that they are aware of the support the IB gives to students with special needs and where to find the information. Teachers are also supported by the SEN team to support students with SEN.</p> <p>Conversation with the DP coordinator indicates that the school has a special educational needs policy that supports student access to the DP.</p> <p>Teachers comment on the support they receive to successfully work with students with special needs.</p>
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### Practice 5d

The school has developed and implements an assessment policy that is consistent with IB expectations.

<b>Finding of the Team</b>	<p>Conversations with teachers show that they understand the assessment policy. Examples given by teachers showed that they apply the policy and they communicate assessment data with students and parents.</p>
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## Practice 5e

The school has developed and implements an academic honesty policy that is consistent with IB expectations.

<b>Findings of the Team</b>	<p>Conversations with teachers and other staff show that teachers apply the academic honesty policy in the school and understand that it is their responsibility to educate students about academic honesty.</p> <p>Examples given in meetings with teachers show that teachers have developed systems to ensure academic honesty by monitoring the processes that students go through in TOK and the extended essay.,</p> <p>Conversations with students show that they are aware of the academic honesty policy, its consequences and the use of Turnitin software to maintain the integrity of their work.</p>
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## Practice 5f

The school complies with the IB regulations and procedures related to the conduct of all forms of assessment for the Diploma Programme.

<b>Findings of the Team</b>	<p>Conversations with the DP coordinator indicate that she knows the IB requirements and the expected conduct related to all forms of assessment, and that she informs candidates about the conduct of all forms of assessment in meetings, individual interviews, etc.</p> <p>Conversations with teachers reveal that they know the IB requirements and expected conduct related to all forms of assessment. They are also aware of how the assessment procedures can be adapted given the current COVID situation e.g. language oral exams.</p> <p>Conversations with teachers and visits to lessons show that assessments are used to support students' learning and that assessment informs the planning process.</p>
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## Practice 6

The school has systems in place for the continuity and ongoing development of the programme(s).

<b>Findings of the Team</b>	<p>The pedagogical leadership team describes the systems in place to ensure the ongoing development of the DP. The action plans show that the school intends to improve their DP provision.</p> <p>Conversation with the Head of School and the school's documentation show that the school's DP action plan is integrated into the school's wider strategic plan.</p> <p>Conversations with the school's senior leadership team show that they have thought about how they can develop the quality of aspects of the DP further and are implementing systems to do so.</p>
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## Practice 7

The school carries out programme evaluation involving all stakeholders.

<b>Finding of the Team</b>	Conversations with stakeholders and documentation show that teachers, parents, students and members of the governing board show that all stakeholders are involved in evaluating the programme.
<b>Commendation</b>	Two-way communication channels are in place for input from wider community via parental associations and the newly formed IB council, which allows for student voice to be represented.

## Conclusion of the IB

Based on the analysis of the self-study questionnaires, the supporting documents and the findings of the school visit

	<b>School's Conclusion</b>	<b>IB Response</b>
<b>School's Progress</b> With regard to IB recommendations for this standard from the previous evaluation process or from authorization,		The school has taken into consideration the IB recommendations from the previous evaluation process or from the authorization.
<b>Conclusion</b>	Shows Satisfactory Development	Shows Satisfactory Development

## Standard B2: Resources and support

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

### Practice 1 + 1a + 1b

The governing body allocates funding for the implementation and ongoing development of the programme(s).

<b>Findings of the Team</b>	<p>Conversation with the governing body shows understanding of, and support for, the financial requirements of the DP.</p> <p>Conversations with the CAS coordinator and teachers show that resources to implement the DP are in place. Teachers are confident that they are able to request and receive additional resources at any time.</p> <p>Conversation with the TOK teacher shows that the course is implemented over two years. Funds from TOK are taken from the school's central budget.</p> <p>In discussion with the governing body it was made clear that there are funds available from the wider TASIS foundation to ensure that ongoing professional development requirements can be met.</p>
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## Practice 2

The school provides qualified staff to implement the programme(s).

<b>Findings of the Team</b>	<p>There are qualified teachers responsible for each subject.</p> <p>The school's documentation shows that all staff at the school are professionally qualified to at least Bachelor's level, many teachers hold Masters' degrees, and some are educated to PhD level.</p>
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## Practice 3 + 3a

The school ensures that teachers and administrators receive IB-recognized professional development.

<b>Findings of the Team</b>	<p>The school demonstrates that staff participation in IB-recognized professional development meets the requirements for evaluation.</p> <p>In conversation teachers can express the impact of workshops on their understanding of their subjects/roles.</p> <p>The school's documentation and discussions with teachers indicate that all teachers have attended IB professional development workshops in line with the IB's requirements for evaluation. The Head of School has attended several IB Global Conferences.</p>
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## Practice 4

The school provides dedicated time for teachers' collaborative planning and reflection.

<b>Findings of the Team</b>	<p>Conversations with teachers show that the school allocates time for collaborative planning. Weekly meetings are held on Wednesday mornings for all teachers. In meetings teachers explain that every six weeks the weekly meetings focus on the DP. These meetings allow for DP teachers to meet in both department and subject groups.</p> <p>Teachers and the pedagogical leadership team are able to describe the content and outcomes of collaborative planning.</p>
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## Practice 5 + 5a + 5b + 5c

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

<b>Findings of the Team</b>	<p>A video tour of the school's facilities has been shared with the visiting team.</p> <p>The video tour of the laboratories for group 4 and the conversation with teachers validate documents.</p> <p>The laboratories are equipped to ensure that students can work individually and in groups and contain safety measures that are known by all staff and students. All laboratories have eye showers and one have a full body shower.</p> <p>The group 4 subjects are provided with IT resources to ensure that they can comply with IB expectations.</p> <p>Teachers consider the laboratories appropriate to offer group 4 subjects..</p> <p>Arts teachers consider the facilities appropriate to offer the group 6 subjects. The school has a 300-seat theatre, professional lighting, a studio, a costume room and a dedicated library.</p> <p>The school has six visual arts studios including ceramics studios and a photography suite.</p> <p>Information in the self-study questionnaire and conversations with teachers whose subjects have IT requirements, show that the resources in place ensure the implementation of their courses.</p> <p>Conversations with film and visual arts teachers indicate that the school has a range of IT equipment including: iMac computers with software and digital cameras. The school has available MacBook computers that allow students to edit their films.</p> <p>Conversations with DP coordinator show that IT resources are available for her role.</p> <p>All teachers consider that the school provides resources to comply with their requirements and state that they are able to request resources as needed with larger resources being funded from the school's capital spend budget.</p> <p>Mathematics teachers describe the policy of the school to align with IB regulations related to calculators. The school buys in calculators that students can purchase at a discount.</p> <p>Mathematics teachers are able to explain the system for clearing calculators prior to the DP exams in accordance with IB regulations.</p> <p>The video tour of the school identified that the school provides a safe location for examination papers in accordance with IB 2020 requirements.</p>
<b>Commendation</b>	<p>The school for provisioning a learning environment that goes beyond basic support of the implementation of the DP.</p>

## Practice 6 + 6a

The library/multimedia/resources play a central role in the implementation of the programme(s).

<b>Findings of the Team</b>	<p>There are plans in place to promote the role of the library in the everyday life of the school.</p> <p>The students are able to describe how they use the library for independent study.</p> <p>The video tour of the school library shows that it is well resourced. Conversations with teachers, students and the Head of Upper school indicate that in addition to the school's collection of books there is also access to a range of online databases including JSTOR and Questia.</p> <p>At the time of the visit the upper school librarian is on extended leave. The Head of Upper School and the Middle School librarian have taken ownership of the library in the interim and are supporting students in their use of the library.</p>
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## Practice 7

The school ensures access to information on global issues and diverse perspectives.

<b>Findings of the Team</b>	<p>The video tour of the library shows that there are updated books, materials and subscriptions that deal with different perspectives, global issues, etc.</p> <p>Students and teachers have internet access throughout the school.</p> <p>In conversation teachers and students describe the ways in which global issues are introduced and discussed within lessons.</p>
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## Practice 8

The school provides support for its students with learning and/or special educational needs and support for their teachers.

<b>Finding of the Team</b>	<p>In meetings with teachers and the school's inclusion team they describe the various levels of in-class, one-on-one and whole school support and strategies that are in place for students with specific educational needs.</p>
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## Practice 9 + 9a

The school has systems in place to guide and counsel students through the programme(s).

<p><b>Findings of the Team</b></p>	<p>Conversations with students, parents, the DP coordinator and the college counsellor show that students receive systematic advice on the choices for the DP.</p> <p>All grade 10 students have meetings with the DP coordinator to discuss their DP subject and level choices.</p> <p>The school has in place a comprehensive, four-year system of college counselling to advise students on post-secondary educational options and DP recognition, beginning in Grade 9.</p> <p>The college counsellor described the way in which the school held a series of over 30 webinars with national and international universities to enable students to garner information during COVID.</p> <p>The school has a team of four college counsellors who work with students on a one to one basis. Conversations with the college counsellor and students show that students are allocated a personal college counsellor who works and supports them throughout the college and university application programme.</p> <p>All students follow a college counselling programme that is a series of 10 seminars. Completion of this programme forms a compulsory part of the school's graduation requirement.</p>
<p><b>Commendation</b></p>	<p>The school for implementing a rigorous system of counselling, connected with local and international organizations, that provides DP students with detailed support.</p>

## Practice 10 + 10a + 10b + 10c

The student schedule or timetable allows for the requirements of the programme(s) to be met.

<p><b>Findings of the Team</b></p>	<p>Conversation with the TOK teacher verifies that the course is offered over two years.</p> <p>Conversations with the CAS coordinator validate the allocation of time for the programme. The CAS programme begins in September of DP1 and ends in March of DP2.</p> <p>The information provided within 'Chart 1:</p> <ul style="list-style-type: none"> <li>○ Update of organization of teaching time' of the self-study questionnaire shows that SL subjects are delivered over 195 hours - this is 45 hours in excess of the recommended 150 hours of instruction</li> <li>○ HL subjects are delivered over 260 hours - this is 20 hours in excess of the recommended 240 hours of instruction.</li> </ul>
<p><b>Recommendation</b></p>	<p>The school reviews the hours of delivery at both HL and SL to bring the hours closer to the recommended IB hours.</p> <ul style="list-style-type: none"> <li>○ <i>Recommendation repeated from previous report.</i></li> </ul>
<p><b>Action Plan</b></p>	<p>School included appropriate actions in Action Plan.</p>

## Practice 11

The school utilizes the resources and expertise of the community to enhance learning within the programme(s).

<b>Findings of the Team</b>	<p>The school's self-study questionnaire and conversations with teachers describe the ways in which the school encourages participation from the community within school and outside to support curricular and co-curricular learning. The school has in place a programme of guest speakers, study trips and projects to enhance learning within the school</p> <p>Conversations with teachers and other staff confirmed that the school invites members of the local community to school in order to enhance the learning experiences.</p> <p>The CAS coordinator described a 'Spotlight on Service' bulletin that celebrates students' service learning achievements in helping the community.</p>
<b>Commendation</b>	The school for utilizing extensive resources to enhance learning.

## Practice 12

The school allocates resources to implement the Primary Years Programme exhibition, the Middle Years Programme personal project and the Diploma Programme extended essay for all students, depending on the programme(s) offered.

<b>Findings of the Team</b>	<p>Conversations with teachers show that they are familiar with the extended essay and its requirements and that they follow the school's extended essay process as described in the school's Extended Essay Handbook.</p> <p>The video tour of the library and conversations with teachers show that there are sufficient resources to support student in the completion of the extended essay.</p>
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## Conclusion of the IB

Based on the analysis of the self-study questionnaires, the supporting documents and the findings of the school visit

	School's Conclusion	IB Response
<b>School's Progress</b> With regard to IB recommendations for this standard from the previous evaluation process or from authorization,		The school has not taken into considerations or not provided information on some IB recommendations from the previous evaluation process or from authorization.
<b>Conclusion</b>	Shows Satisfactory Development	Shows Satisfactory Development

## Section C: Curriculum

### Standard C1: Collaborative planning

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

#### Practice 1 + 1a + 1b

Collaborative planning and reflection address the requirements of the programme(s).

<b>Findings of the Team</b>	<p>Conversations with teachers show that they meet within subjects and also across subject groups to plan and discuss aspects of the programme, such as ATL, which shows an understanding of similar skills that are required by different subjects. When teachers plan, they take into consideration the needs of other subjects and the core.</p> <p>Teachers describe meetings focused on DP requirements such as ATL skills and cross curricular links.</p> <p>Collaboration is regular and focused on DP matters. While some of these meetings are procedural, others are strategic, such as meetings that focus on improved implementation of ATL and TOK across the school.</p> <p>The DP coordinator and teachers describe efforts being made to increase teachers' awareness of TOK and a focus on making authentic links to it in subject lessons.</p>
<b>Commendation</b>	<p>The school for implementing a system of collaborative planning that consistently includes ATL skills and inter-disciplinary links across the curriculum.</p>

#### Practice 2

Collaborative planning and reflection take place regularly and systematically.

<b>Findings of the Team</b>	<p>Conversations with teachers show that meetings of DP teachers aimed at collaborative planning and reflection take place regularly and systematically and that these meetings focus on the development of the DP.</p> <p>In addition to the formal collaborative planning meetings, in discussion teachers indicate that there are numerous opportunities for informal collaboration within the day to day life of the school.</p>
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#### Practice 3

Collaborative planning and reflection address vertical and horizontal articulation.

<b>Findings of the Team</b>	<p>Conversations with teachers indicate the presence of vertical and horizontal articulation in the planning meetings. Teachers are able to explain how they discuss aspects of the Core, such as TOK, and how they share ideas on how to implement links between TOK and their subjects within lessons.</p> <p>Teachers are able to articulate how they use the DP assessment criteria to inform their practice vertically in teaching pre-DP grades.</p>
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#### Practice 4

Collaborative planning and reflection ensure that all teachers have an overview of students' learning experiences.

<b>Findings of the Team</b>	<p>Conversations with the DP coordinator and teachers demonstrate that they take each student's needs into consideration when planning and reflecting.</p> <p>The DP coordinator personalises assessment deadlines for students who need additional support.</p> <p>Teachers act as student advisers and this provides them with an overview of students' learning experiences. ManageBac is available for teachers to monitor students' progress and teachers also have access to student grade reports in all subjects.</p>
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#### Practice 5

Collaborative planning and reflection are based on agreed expectations for student learning.

<b>Findings of the Team</b>	<p>Conversations with the DP coordinator and teachers demonstrate that they take each student's needs into consideration when planning and reflecting.</p> <p>Conversations with teachers and the SEN team show that teachers are regularly provided with support from the SEN department including students' learning support plans and emotional support needs. For example, a student with Asperger Syndrome has been provided with support to assist their ability to speak in front of groups when giving presentations.</p> <p>Assessment deadlines are adapted to personalise programmes for individual students to accommodate events in students' lives beyond the school.</p>
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#### Practice 6

Collaborative planning and reflection incorporate differentiation for students' learning needs and styles.

<b>Finding of the Team</b>	<p>Conversations with teachers show that they are aware of strategies to increase differentiation in their planning process. Teachers provide examples such as thinking about how they write instructions for students, providing scaffolding of tasks and regularly checking student understanding in lessons.</p>
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#### Practice 7

Collaborative planning and reflection are informed by assessment of student work and learning.

<b>Findings of the Team</b>	<p>Conversations with teachers show that their plans are periodically reviewed to include outcomes from assessment. In some subjects, tests are done at the start of units in order to monitor student progress. Tests are also completed at the end of units in order to identify areas that need addressing.</p> <p>External examination results are analysed to inform curriculum changes and improvements. In some cases, where there is concern, examination scripts are ordered back in order to understand what can be improved upon in the future.</p>
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## Practice 8

Collaborative planning and reflection recognize that all teachers are responsible for language development of students.

<b>Findings of the Team</b>	<p>Conversations with teachers show that they take into consideration the language development of students when planning and reflecting and have strategies to support students to improve their use of language.</p> <p>Conversations revealed that teachers use key words when introducing new vocabulary and employ vocabulary lists. There is a shared understanding that 'all teachers are language teachers'.</p>
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## Practice 9

Collaborative planning and reflection address the IB learner profile attributes.

<b>Findings of the Team</b>	<p>Conversations with teachers show that they actively contribute to the development of the IB learner profile attributes. Evidence from lesson visits show that students are encouraged to demonstrate learner profile attributes and students are forthcoming in this regard.</p> <p>In lesson visits students displayed the attributes of communication, thinking, knowledge and open-mindedness.</p>
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## Conclusion of the IB

Based on the analysis of the self-study questionnaires, the supporting documents and the findings of the school visit

	<b>School's Conclusion</b>	<b>IB Response</b>
<b>School's Progress</b> With regard to IB recommendations for this standard from the previous evaluation process or from authorization,		The school has taken into consideration the IB recommendations from the previous evaluation process or from the authorization.
<b>Conclusion</b>	Requires Further Development	Shows Satisfactory Development

## Standard C2: Written curriculum

The school's written curriculum reflects IB philosophy

### Practice 1 + 1a + 1b + 1c + 1d

The written curriculum is comprehensive and aligns with the requirements of the programme(s).

<b>Findings of the Team</b>	<p>Conversations with teachers validate conclusions submitted in the self-study questionnaire.</p> <p>Conversation with the TOK and CAS coordinators show the progress and challenges related to both courses.</p> <p>Conversation with the Diploma Programme (DP) coordinator verifies that the school is aware of the need for student choices.</p> <p>Conversations with students and parents demonstrate that the subjects offered by the school addresses student interests and talents.</p>
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### Practice 2

The written curriculum is available to the school community.

<b>Findings of the Team</b>	<p>Conversations with the DP coordinator and teachers describe the Learning Management System (LMS) through which the written curriculum is made available to the school community.</p> <p>The written curriculum is available via links from the school website.</p>
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### Practice 3

The written curriculum builds on students' previous learning experiences.

<b>Findings of the Team</b>	<p>Conversations with teachers refer to their reviews of their courses according to students' prior learning experiences.</p> <p>Many DP teachers also teach in the grades prior to the DP; this provides them with an overview of students' previous learning experiences.</p>
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### Practice 4

The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time.

<b>Findings of the Team</b>	<p>The DP coordinator has shown and explained the way the written curriculum identifies the knowledge, concepts, skills and attitudes that students need to develop over time.</p> <p>In conversation teachers describe their understanding and application of ATL skills.</p> <p>The teachers' unit plans include ATL skills to be covered.</p>
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## Practice 5

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

<b>Findings of the Team</b>	<p>Conversation with the CAS coordinator includes discussion of a wealth of opportunities for students to act in response to their own needs and the needs of others, both locally and internationally.</p> <p>The school has developed a 'Spotlight on Service' monthly bulletin that recognises the service learning achievements of students.</p> <p>The school's CAS programme promotes student-led learning. In discussions the CAS coordinator and students outlined a number of student-led projects including: "The Cecilia and Company Bake Sale" and the "Colour Run" both of which were devised by students.</p>
<b>Commendations</b>	<p>The school for developing a service learning programme that is integrated to the CAS programme and evidences student action and ownership.</p>

## Practice 6

The written curriculum incorporates relevant experiences for students.

<b>Findings of the Team</b>	<p>Conversations with teachers show that they are aware of students' interests and relevant learning experiences to include in their courses.</p> <p>Teachers and students describe a range of opportunities for authentic learning experiences including study trips, guest speakers and case studies.</p>
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## Practice 7

The written curriculum promotes students' awareness of individual, local, national and world issues.

<b>Findings of the Team</b>	<p>Conversations with teachers show that they have included in their courses topics to promote awareness of individual, local, national and world issues.</p> <p>In conversations teachers recognise and describe links between their subject areas and CAS.</p> <p>Information in the school's documentation, in addition to conversations with the CAS coordinator, teachers, parents and students, shows a range of opportunities through which awareness of individual, local, national and world issues are promoted including: the school's MUN programme, links with Runnymede Volunteer Council and opportunities to improve in areas of personal interest and achievements such as sport.</p> <p>The teachers' unit plans contain links to CAS.</p>
<b>Commendation</b>	<p>The school for cohesively integrating subject areas with interdisciplinary links and between subjects and CAS.</p>

## Practice 8

The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives.

<b>Findings of the Team</b>	<p>The school's unit plans, lesson visits and conversations with teachers evidence the development of thinking skills in the written curriculum.</p> <p>Teachers in all subjects clearly articulate how they incorporate multiple perspectives and international-mindedness into curriculum planning.</p>
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## Practice 9

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

<b>Findings of the Team</b>	<p>Conversations with teachers verify that they are familiar with current IB documents and that they frequently access the Programme Resource Centre.</p> <p>In conversations teachers describe the process of curriculum review in response to changes in DP courses. Teachers are aware of where their subject is in the IB's subject review cycle.</p> <p>Teachers' unit plans are based on current DP subject guides.</p>
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## Practice 10

The written curriculum integrates the policies developed by the school to support the programme(s).

<b>Findings of the Team</b>	<p>In discussion teachers are generally not confident in their understanding of how to apply the school's policies in their courses.</p> <p>Conversations with teachers show that although they are aware of the school's policies, the majority of them were not involved in the production of the policies and they are unclear on the review process.</p>
<b>Recommendation</b>	<p>The school develops and implement a system to support teachers in their understanding of the use of policies to inform curriculum planning.</p> <ul style="list-style-type: none"><li>○ <i>Recommendation repeated from previous report.</i></li></ul>
<b>Action Plan</b>	<p>School included appropriate actions in Action Plan.</p>

## Practice 11

The written curriculum fosters development of the IB learner profile attributes.

<b>Finding of the Team</b>	<p>Conversations with teachers and classroom visits show that they are active in the development and promotion of the IB learner profile attributes.</p>
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## Conclusion of the IB

Based on the analysis of the self-study questionnaires and the supporting documents

	School's Conclusion	IB Response
<b>School's Progress</b> With regard to IB recommendations for this standard from the previous evaluation process or from authorization,		The school has not taken into considerations or not provided information on some IB recommendations from the previous evaluation process or from authorization.
<b>Conclusion</b>	Requires Further Development	Shows Satisfactory Development

### Standard C3: Teaching and learning

Teaching and learning reflects IB philosophy

#### Practice 1 + 1a

Teaching and learning aligns with the requirements of the programme(s).

<b>Finding of the Team</b>	Lesson visits evidence that teachers implement a range of teaching strategies that promote independent thinking and inquiry.
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#### Practice 2

Teaching and learning engages students as inquirers and thinkers.

<b>Findings of the Team</b>	<p>Conversations with teachers allow for a discussion on teaching strategies to comply with IB aims and objectives.</p> <p>In lessons visited teachers include different teaching strategies that promote independent thinking, inquiry and reflection.</p> <p>Students are encouraged to show themselves as thinkers and inquirers in lessons, to make connections between subjects, consider different perspectives and make links to TOK.</p>
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#### Practice 3

Teaching and learning builds on what students know and can do.

<b>Findings of the Team</b>	<p>Teachers are able to explain how they plan and deliver lessons that build on students prior learning. This happens within units, between DP1 and DP2 and also vertically across the school.</p> <p>In pre-DP grades students develop skills to support them in the DP, including working with ATL.</p>
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#### Practice 4

Teaching and learning promotes the understanding and practice of academic honesty.

<b>Findings of the Team</b>	<p>Conversations with teachers show that they understand that they have a responsibility to educate students regarding academic honesty and integrity.</p> <p>Students understand their responsibility to work within the parameters of the school's academic honesty policy.</p>
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#### Practice 5

Teaching and learning supports students to become actively responsible for their own learning.

<b>Findings of the Team</b>	<p>Conversations with teachers allow for a discussion on teaching strategies to comply with IB aims and objectives.</p> <p>Conversations with teachers involved discussion of strategies used to help students take control and responsibility for their own learning. Examples given include students sharing collective responsibility to learn one aspect of the course to then teach their peers.</p> <p>In response to the COVID-pandemic teachers have developed a "flipped learning" approach which increases student responsibility.</p> <p>Students engage in conversations on assessment feedback and set their own targets.</p> <p>Students keep a record of their targets in order to review their progress.</p>
<b>Commendation</b>	<p>The school for implementing a system of student-led target setting related to achievement and learning objectives.</p>

#### Practice 6

Teaching and learning addresses human commonality, diversity and multiple perspectives.

<b>Findings of the Team</b>	<p>Teachers are able to explain how they consider ideas in lessons relating to human commonality and diversity that students can explore.</p> <p>Lesson visits evidence that students are happy to share perspectives and are respectful of one another's ideas and comments.</p>
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#### Practice 7

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

<b>Findings of the Team</b>	<p>From conversations with teachers and documentation it can be seen that the school has a relatively high number of students who operate in a language which is not their home language; these students are supported with language development.</p> <p>In meetings teachers explain that they are provided with information from the SEN department that contains strategies to better support students with their language development.</p>
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### Practice 8

Teaching and learning demonstrates that all teachers are responsible for language development of students.

<b>Finding of the Team</b>	Teachers explain that they see themselves as language learners and describe how support students with language learning through the use of a range of strategies such as: considering key words, identifying new vocabulary and producing subject specific glossaries.
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### Practice 9

Teaching and learning uses a range and variety of strategies.

<b>Finding of the Team</b>	Lesson visits and conversations with teachers reveal that students are provided with different learning strategies within lessons to promote learning. These include peer assessment, retrieval practice, group work, class discussion, open questions, closed questions, modelling and questions and answer activities.
<b>Commendation</b>	The teachers for using a wide range of innovative teaching and learning strategies in their classroom practices.

### Practice 10

Teaching and learning differentiates instruction to meet students' learning needs and styles.

<b>Findings of the Team</b>	Conversations with teachers show that they understand the need for differentiation in lessons and can describe a range strategies that they may use with students.  Conversations with the SEN department evidence that they support teachers through a range of activities and student information.
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### Practice 11

Teaching and learning incorporates a range of resources, including information technologies.

<b>Findings of the Team</b>	Conversations with teachers in addition to lesson visits show that teachers use a range of resources to support learning. These resources include books, computer technology for hybrid lessons, apps including Flipgrid and Kahoot.  ICT systems, such as ManageBac, Atlas Rubicon and the schools LMS, are used to support learning and monitor students' progress.
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## Practice 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.

<b>Findings of the Team</b>	<p>Conversations with the CAS coordinator, teachers and students show a range of examples of student action and service learning opportunities.</p> <p>Service learning is recognised and celebrated through the school's "Spotlight on Service" monthly bulletin.</p> <p>Conversations with all stakeholders show that service learning to all aspects of school life.</p> <p>CAS documentation, particularly student CAS reflections, show evidence of sustained action developing all learning outcomes.</p>
<b>Commendation</b>	<p>The school for implementing a system for recognizing and celebrating CAS achievements.</p>

## Practice 13

Teaching and learning engages students in reflecting on how, what and why they are learning.

<b>Finding of the Team</b>	<p>Conversations with teachers and students confirm that students are provided with opportunities for meaningful reflection throughout the DP.</p>
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## Practice 14

Teaching and learning fosters a stimulating learning environment based on understanding and respect.

<b>Findings of the Team</b>	<p>The school has established an IB council to represent students. In conversation students are enthusiastic in their recognition of the purpose and achievements of the IB council.</p> <p>Lesson visits show that students are comfortable in the learning environment and are happy to share their ideas with the rest of the class and their teachers. Understanding and respect for peers and teachers was evident in all lessons visited.</p> <p>The video tour of the school shows that space is used effectively to stimulate inquiry.</p>
<b>Commendation</b>	<p>The school for creating a system and channels to develop teaching and learning that includes student voice and transparent communication.</p>

## Practice 15

Teaching and learning encourages students to demonstrate their learning in a variety of ways.

<b>Finding of the Team</b>	<p>Opportunities for students to demonstrate different ways of learning are seen in lesson visits. Students demonstrate their learning by making contributions in class discussions, sharing written work, reading and providing feedback on their own work and that of their peers.</p>
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## Practice 16

Teaching and learning develops the IB learner profile attributes.

<b>Finding of the Team</b>	Lessons visits show that students are able to demonstrate the learner profile attributes. In lessons students are given tasks that allow them to practice and extend the attributes.
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## Conclusion of the IB

Based on the analysis of the self-study questionnaires and the supporting documents

	<b>School's Conclusion</b>	<b>IB Response</b>
<b>School's Progress</b> With regard to IB recommendations for this standard from the previous evaluation process or from authorization,		The school has taken into consideration the IB recommendations from the previous evaluation process or from the authorization.
<b>Conclusion</b>	Shows Satisfactory Development	Shows Satisfactory Development

## Standard C4: Assessment

Assessment at the school reflects IB assessment philosophy

## Practice 1 + 1a

Assessment at the school aligns with the requirements of the programme(s).

<b>Findings of the Team</b>	Conversations with teachers show that they know the assessment requirements related to their subjects or core responsibilities. They are aware of and have developed a balanced approach to internal and external assessment and deadlines over the two years of the programme  Parents and students are familiar with the assessment requirements related to the DP.
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## Practice 2

The school communicates its assessment philosophy, policy and procedures to the school community.

<b>Finding of the Team</b>	The school's assessment policy in addition to conversations with teachers and the DP coordinator show that the school's assessment procedures are integral to the learning process, aligned with subject-group objectives, use a range of different tasks, are age-appropriate and reflect the development of the students within the subject.
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### Practice 3

The school uses a range of strategies and tools to assess student learning.

<b>Findings of the Team</b>	<p>In conversation both teachers and students describe examples of the range of assessment tools used within the school. This is reflected within the teachers' unit plans.</p> <p>Teachers and students describe a variety of assessment instruments, including online tools, that allow students to show their learning in multiple ways and formats.</p>
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### Practice 4

The school provides students with feedback to inform and improve their learning.

<b>Finding of the Team</b>	<p>Conversations with teachers and students show the use of regular formative assessment feedback that is used to inform student learning.</p>
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### Practice 5

The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).

<b>Findings of the Team</b>	<p>ManageBac is used to record progress in CAS and TOK.</p> <p>Student progress is recorded on the school's LMS. All stakeholders refer to the LMS in meetings.</p>
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### Practice 6

The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).

<b>Finding of the Team</b>	<p>Conversations with teachers, parents and students outline the school systems to report on student progress. The school issues four reports a year, two with grades and two with accompanying comments based on DP assessment criteria.</p>
<b>Commendation</b>	<p>The school for developing reporting system that include opportunities for continuous dialogue around student learning and progress.</p>

### Practice 7

The school analyses assessment data to inform teaching and learning.

<b>Finding of the Team</b>	<p>In meetings teachers describe the process of examination results analysis and actions taken as a result of the data gathered to shape and inform teaching and learning within the school.</p>
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## Practice 8

The school provides opportunities for students to participate in, and reflect on, the assessment of their work.

<b>Findings of the Team</b>	<p>Teachers promote peer assessment. Students provide feedback to peers, which is informed by IB Assessment instruments.</p> <p>Peer assessment is evident in lesson visits and provide students with opportunities to be familiar with IB assessment instruments. Additionally, peer assessment provides targets for students which indicates that in-class activities are translated into meaningful longer-term actions.</p> <p>Students have opportunities to reflect on their learning and set themselves targets against which they judge their own progress.</p> <p>In class visits peer and self-assessment opportunities are observed in a number of subjects.</p> <p>Conversations with teachers show that students are provided with opportunities to act on the advice that they are provided with.</p>
<b>Commendation</b>	<p>The school for consistently implementing procedures for student action in assessment of work across all subjects.</p>

## Practice 9

The school has systems in place to ensure that all students can demonstrate consolidation of their learning through the completion of the Primary Years Programme exhibition, the Middle Years Programme personal project and the Diploma Programme extended essay, depending on the programme(s) offered.

<b>Findings of the Team</b>	<p>Conversations with teachers and students show their understanding and reflection on the extended essay process that comply with the IB's requirements.</p> <p>Teachers are able to explain their responsibilities as extended essay supervisors.</p>
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## Conclusion of the IB

Based on the analysis of the self-study questionnaires, the supporting documents and the findings of the school visit

	School's Conclusion	IB Response
<b>School's Progress</b> With regard to IB recommendations for this standard from the previous evaluation process or from authorization,		The school has taken into consideration the IB recommendations from the previous evaluation process or from the authorization.
<b>Conclusion</b>	Shows Satisfactory Development	Shows Satisfactory Development