

Evaluation report

IB World Schools Department

Report on Programme Evaluation

Head of school: Dr. Claire Miller

School: Streams Elementary School

IB school code: 001939

IB programme: Primary Years Programme

Evaluation visit date(s): Wednesday 21 October 2020

Student ages in which all students are engaged in PYP: 5–6, 6–7, 7–8, 8–9, 9–10

Dear Claire Miller,

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 identified the following matter that the school must address. Additional detail is provided below.

	Practice	Finding	Matter to be addressed	Evidence to be provided by the school
			The school must ensure that:	
B2.3 + 3a	The school ensures that teachers and administrators receive IB-recognized professional development.	Not all teachers at the school are trained. The school plans to get all new teachers trained this school year. The school has not formally registered the teachers yet for any IBO trainings.	<ul style="list-style-type: none">the requirements for staff participation in IB-recognized professional development at evaluation have been met	Certificate of attendance or confirmation of registration to participate in IB-recognized professional development, by the MTBA deadline, for the teachers who have not yet received training.

The school is required to upload its response and the requested evidence in IB Concierge by **1 June 2021**.

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 success with the implementation of the IB Programme. We hope the self-study process has been beneficial and will lead to stronger programme implementation. We look forward to hearing about your school's developments and achievements over the coming years.

Yours sincerely,



Adrian Kearney

Director of IB World Schools

Process of the school's self-study

	IB Response
Timeline: The self-study took place over at least 12 months.	21 Months
Stakeholders involved: 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
Gathering evidence: The self-study is evidence based, drawing on existing school documentation and reflecting actual practice in the school during the period under review.	Yes
Reflection in teams: Meetings were organized, allowing time for reflection, discussion and collation of evidence, if applicable.	Yes
The levels of implementation of practices: 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.

Findings of the Team	<p>The school has published statements of its mission and philosophy that align with those of the IB.</p> <p>The school values education that goes beyond academic development.</p> <p>The school encourages students to develop awareness beyond the individual and his or her immediate community.</p> <p>The school provides translation if needed to the school community.</p>
-----------------------------	--

Practice 2

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

Findings of the Team	<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>There is a positive attitude in staff, leadership and governing body towards IB education.</p> <p>There is an integration of IB learner profile, international-mindedness and an inquiry approach in school life.</p> <p>New staff and the governing body receive an induction to IB philosophy.</p>
-----------------------------	--

Practice 3

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

Findings of the Team	<p>Conversations with teachers and the pedagogical leadership team demonstrate their understanding of the programme and its implications for the school.</p> <p>Conversations with parents, students and other members of the school community demonstrate an understanding of the programme.</p> <p>There is informed and positive feedback from stakeholders during the conversations.</p> <p>There is a school programme in place that includes a focus on the core elements of an IB education.</p> <p>IB philosophy is evident in school environment and reflected in events that involve the community.</p>
-----------------------------	---

Practice 3a

The values of the Primary Years Programme as indicated in the curriculum documents have an explicit impact on the decision-making and functioning of the school.

Findings of the Team	<p>Pedagogical leaders and teachers are able to explain how the values of the PYP have impacted on the decision-making and functioning of the school.</p> <p>Pedagogical leaders are able to explain how the decision-making and functioning of the school is based on the provision of opportunities for students to engage fully in the programme through school-related events and activities as shown in curriculum documents and the school calendar.</p> <p>The Learner Profile is widely used and integrated into school life.</p> <p>School philosophy as expressed in the mission and school policies are compatible with the values of the PYP.</p> <p>Collaboration is an integral part of the school's work culture.</p>
-----------------------------	--

Practice 3b

The school as a community of learners is committed to a collaborative approach to curriculum development.

Findings of the Team	<p>Teachers describe a collaborative approach to curriculum development in day-to-day planning and discussions as well as long-term policies that have been put in place.</p> <p>Conversations with parents and with the pedagogical leadership team show that where possible and appropriate, parent participation and/or contribution to the development of the programme is encouraged.</p> <p>Conversations with teachers show that the documents submitted are a product of a sustained collaborative effort.</p> <p>There is collaboration between specialist teachers and between classroom and specialist teachers.</p> <p>The value of collaboration is actively promoted by pedagogical leaders.</p> <p>Meetings are planned with agenda items and records of meetings are kept.</p> <p>There are designated meetings for the specific purpose of planning both for horizontal and vertical articulation.</p>
-----------------------------	---

Practice 3c

The school is committed to a constructivist, inquiry-based approach to teaching and learning that promotes inquiry and the development of critical-thinking skills.

Findings of the Team	<p>Through conversations, members of the school pedagogical leadership team express understanding of the constructivist, inquiry-based approach to teaching and learning and they are able to give examples of how they have supported this.</p> <p>Planned learning engagements and class discussions show evidence of the school's commitment to a constructivist, inquiry-based approach to teaching and learning.</p> <p>Students are able to share experiences that indicate they have participated in the units of inquiry.</p> <p>Unit planners show evidence of student inquiry and development of critical-thinking skills. Remote classrooms observations showed limited inquiry opportunities and critical thinking skills.</p>
Recommendations	<p>The school should investigate ways to further enhance the understanding of the constructivist, inquiry-based approach to teaching and learning in the school community.</p> <p>The school investigates ways to further promote the development of critical-thinking skills.</p>
Action Plan	<p>School did not include appropriate actions in Action Plan.</p>

Practice 3d

The school is committed to the Primary Years Programme as the framework for all planning, teaching and learning across the curriculum.

Findings of the Team	<p>The PYP is used as the framework for teaching and learning in all subject areas; in particular, inquiry-based learning engagements are introduced across the curriculum.</p> <p>The school meets requirements for the use of unit planners or the planning process by both classroom and subject specialist teachers.</p>
-----------------------------	--

Practice 3e

The school demonstrates a commitment to transdisciplinary learning.

Findings of the Team	<p>The programme of inquiry (POI) and unit planners show evidence of the school commitment to a transdisciplinary approach to teaching and learning.</p> <p>The timetables do not support the transdisciplinary nature of the programme. They are organized by subjects</p>
Recommendation	<p>The school should demonstrate a commitment to transdisciplinary learning, ensuring that timetables reflect the transdisciplinary nature of the programme.</p>
Action Plan	<p>School included appropriate actions in Action Plan.</p>

Practice 4

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

Findings of the Team	<p>There is evidence of the use of the IB learner profile in school policies (student code of conduct, teacher appraisal, etc).</p> <p>Conversations with teachers show understanding of how they develop and promote international-mindedness and the attributes of the IB learner profile.</p> <p>Parents understand and value the development of international-mindedness and have a general awareness of the IB learner profile.</p> <p>The IB learner profile is a natural part of the school discourse.</p> <p>The school actively promotes the IB learner profile by allowing opportunities for stakeholders to interpret the attributes as well as integrate them into learning engagements.</p>
-----------------------------	--

Practice 5

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

Finding of the Team	<p>Conversations with teachers, students and parents reveal that students are given various opportunities and the power to choose to act; students decide on their actions; and time is allocated to reflect on these actions.</p> <p>The school has programs in place to promote action systematically. The school describes in their self-study a plethora of opportunities for students to become active and involved members of their community through action, therefore being able to put the Learner Profile into action on a regular basis.</p>
Commendation	The school for promoting action within and beyond the school community.

Practice 6

The school promotes open communication based on understanding and respect.

Findings of the Team	<p>Interactions and communications with different stakeholders are open and frequent through newsletters, meetings, publications, website, email, etc.</p> <p>Parents are comfortable during the meeting and voice their questions and concerns.</p> <p>Teachers express themselves openly during meetings.</p> <p>Students express themselves openly and respectfully.</p> <p>Student, staff and parent handbooks may include procedures for decision-making, participation and collaboration.</p> <p>Essential agreements on the use of these modes of communication are agreed upon and understood by all.</p> <p>Parents express that they are encouraged to be in close contact with their child's classroom teacher and are welcomed into the school.</p> <p>The school shared in their self-study that the reputation of Streams as an inclusive, nurturing, and safe setting for children is strong. The open communication based on understanding and respect is evident during the conversations with all the stakeholders and during the classroom observations. The school has a program called "No Place for Hate" children receive purposeful lessons focused on anti-bullying and inclusive behaviors.</p>
Commendation	The school is commended for its open, respectful and varied communications with the school community.

Practice 7

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

Findings of the Team	<p>The school includes host country language and other languages in its curriculum.</p> <p>The school educates the community about the benefits of multilingualism</p>
-----------------------------	--

Practice 7a

The school makes provision for students to learn a language, in addition to the language of instruction, at least from the age of 7. Schools with two languages of instruction are not required to offer an additional language.

Findings of the Team	The school has appointed a qualified teacher to teach the language. The school offers an additional language from first grade. The school has not developed curriculum documents for the additional language programme.
Recommendation	The school should develop curriculum documents for the additional language programme.
Action Plan	School did not include appropriate actions in Action Plan.

Practice 7b

The school supports mother tongue and host country language learning.

Findings of the Team	Teachers are able to share ways in which some mother tongues and host are supported within the curriculum and throughout the school. The school educates the community about the benefits of multilingualism. The language policy and courses offer reflect the language profile of the student population. The school makes provisions for the development and maintenance of some mother tongues, but there are more languages represented in the school community.
Recommendation	The school should further develop support for mother tongue language learning for all the languages represented in the school community.

Practice 8

The school participates in the IB world community.

Findings of the Team	School leaders have developed connections with other IB schools and/or regional associations of IB World Schools. Staff members do not actively access the MyIB platform.
Recommendation	The school should develop and implement strategies to increase participation in the IB world community. <ul style="list-style-type: none">○ <i>Recommendation repeated from previous report.</i>
Action Plan	School included appropriate actions in Action Plan.

Practice 9 + 9a

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

Finding of the Team	The PYP is implemented in an inclusive manner, so that all students in all the year/grade levels in the school, or in the primary section of a school, are engaged with the PYP to the fullest extent possible.
----------------------------	---

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
School's Progress 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.
Conclusion	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).

Findings of the Team	<p>Conversations with the governing body show that:</p> <ul style="list-style-type: none">○ it is aware of the implementation and development of the programme at the school○ systems are in place to keep the governing body informed about the ongoing implementation of the programme. <p>Conversations with the pedagogical leadership team show that:</p> <ul style="list-style-type: none">○ it has kept the governing body informed about implementation and development of the programme at the school○ systems are in place to keep the governing body informed about the ongoing implementation of the programme.
Commendation	The school presents evidence of participation of governing board in school life events.

Practice 2

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

Findings of the Team	<p>Conversations with the governing body, pedagogical leadership team, coordinator and staff reflect the support given to teachers in implementing the programme.</p> <p>Members of the pedagogical leadership team express that they are empowered by the school in making decisions for the proper implementation of the programme.</p> <p>The IB coordinator is seen as the main person responsible for leading IB related practices and is the main channel of communication with the IB within the school.</p> <p>School leadership roles are explicitly defined in documentation with clear job description statements that include IB related responsibilities.</p> <p>The school presents an organizational chart and clear structures that supports implementation and includes the IB coordinator(s) as part of the leadership structure.</p> <p>The school has implemented Professional Learning Communities that work collaboratively in order to implement the program.</p>
-----------------------------	--

Practice 2a

The responsibility for pedagogical leadership within the school is a shared responsibility, including at least the Primary Years Programme coordinator and the primary school principal.

Finding of the Team	<p>The pedagogical leadership team meets regularly and works collaboratively. The pedagogical leadership team shows a strong commitment towards the programme and supports the staff on its implementation. They provide multiple opportunities for the community to be involved in the learning experiences.</p> <p>Through conversations with the teachers, they recognize the leadership and support from the pedagogical leadership team.</p> <p>The Head of the School could provide evidence of a warm and positive learning environment that has been nurtured with the attributes of the learner profile.</p>
Commendation	<p>The school has developed creative and effective strategies for shared positive leadership of the program.</p>

Practice 2b

The governing body places the responsibility for the implementation of the Primary Years Programme on the pedagogical leadership team.

Findings of the Team	<p>Through conversations with the pedagogical leadership team, it is evident that they demonstrate an understanding of the benefits and challenges of programme implementation.</p> <p>The governance and leadership structure support teachers in the implementation of the programme.</p>
-----------------------------	---

Practice 3

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

Findings of the Team	<p>Teachers express understanding of the roles of the members of the pedagogical leadership team, particularly the role of the PYP coordinator.</p> <p>Teachers discuss the support and guidance that the PYP coordinator and members of the pedagogical leadership team extend.</p> <p>The pedagogical leadership team demonstrates an understanding of the benefits and challenges of programme implementation.</p> <p>The head of school/school principal and the PYP coordinator are involved in meetings to inform the community about the programme.</p> <p>The head of school/school principal and the PYP coordinator lead or are involved in planned activities to support teachers.</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.

Findings of the Team	<p>Conversations with the PYP coordinator indicate sufficient resources are allocated in order for her to carry out the responsibilities of the role.</p> <p>Conversations with teachers indicate that the PYP coordinator devotes time to support them, particularly through the collaborative planning process.</p> <p>The PYP coordinator ensures that pedagogical aspects are discussed, information is disseminated and the programme is planned, taught and assessed collaboratively.</p> <p>The PYP coordinator dedicates 25% of her time to the PYP coordination, she gets support when needed with subs, she is also a resource teacher.</p>
Recommendation	<p>The school should review the PYP coordinator's job description to ensure sufficient time is allocated in order to carry out the responsibilities related to the programme coordination, as recommended by the IB.</p> <p><i>Recommendation repeated from previous report.</i></p>
Action Plan	<p>School included appropriate actions in Action Plan.</p>

Practice 5

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

Findings of the Team	<p>In the self-study the school describes that the policies have a review cycle. The school describes collaboration in policy review and involvement of the teachers and other community members.</p> <p>The school has fully developed required IB policies for the programme.</p> <p>All School Board Policies are in the process of being updated currently.</p>
-----------------------------	---

Practice 5a

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

Findings of the Team	<p>Practices in the school support mother tongues, include host country or regional languages and culture, and take into account student's language learning needs.</p> <p>Conversations with teachers show that they are aware of the language policy and their role in supporting students in this regard.</p> <p>Conversations with the leadership team and teachers reflect the process by which the language policy review/development took place and how different stakeholders were involved.</p> <p>The library/media centre has a collection of resources in the mother tongue languages of students represented in the community.</p> <p>The district subscribes translation services to parents in order to support and enhance communication.</p>
Commendations	<p>The school provides language support that is aligned with the needs of students and their families.</p> <p>The school provides learning in the host country language, which provides students with an awareness of the host country culture.</p>

Practice 5b

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

Findings of the Team	<p>The following agreements are established and understood by all members of the pedagogical leadership team and teachers:</p> <ul style="list-style-type: none">○ structure of assessment○ frequency of assessment○ what will be assessed○ responsibility for assessment○ recording, analysis, reporting of and access to assessment information○ review cycle for assessment policy. <p>Practices in the school are aligned with the assessment policy.</p> <p>Some teachers are not aware of the policy.</p>
Recommendation	The school ensures that all teachers are aware of the assessment policy.
Action Plan	School did not include appropriate actions in Action Plan.

Practice 6

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

Findings of the Team	<p>The pedagogical leadership team describes plans for the ongoing development of the programme.</p> <p>Teachers describe plans for the ongoing development of the programme.</p> <p>The school made a document per standard and practice describing "their glows and grows". This analysis identifies actions and plans for the programme.</p> <p>The school's action plan does not include clear evidence of achievement or of progress towards the achievement of the objectives.</p> <p>The school has addressed PYP enhancements in the action plan in general terms. The action plan seems to be based on the previous IB evaluation report information and the date to achieve the actions are mostly previous years.</p>
Recommendations	<p>The school should update their action plan with elements from the PYP enhancements, with the analysis of their self-study and with the analysis of the new IB evaluation report.</p> <p>The school should review the action plan in order to include evidence of achievement or progress towards the achievement of the objectives.</p>
Action Plan	School did not include appropriate actions in Action Plan.

Practice 7

The school carries out programme evaluation involving all stakeholders.

Finding of the Team	Conversations with stakeholders demonstrate their involvement in, and understanding of, the self-study process.
----------------------------	---

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
School's Progress 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.
Conclusion	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

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

Findings of the Team	Conversations with the governing body show understanding and support of the financial requirements of the programme. Conversations with pedagogical leadership show that resources to implement the programme are in place or there are plans to put them in place.
-----------------------------	--

Practice 2

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

Findings of the Team	Conversations with the pedagogical leadership team indicate that systems are in place for ongoing development and training of teachers to ensure that they are qualified to teach the programme. The school provides support for teachers to gain recognized qualifications. The school succeeds in maintaining qualified staff and addressing any turnover issues.
-----------------------------	---

Practice 3 + 3a

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

Findings of the Team	The teaching staff have access to PYP documents and most of them are able to avail themselves of relevant professional development opportunities to allow for a greater understanding of a constructivist, inquiry-based approach to teaching and learning. Not all teachers at the school are trained. The school plans to get all new teachers trained this school year. The school has not formally registered the teachers yet for any IBO trainings. They had plans last year to do that as well, but due to the shutdown in early March, they were not able to follow through on that goal.
Matter to be Addressed	<i>The school must ensure that:</i> <ul style="list-style-type: none">the requirements for staff participation in IB-recognized professional development at evaluation have been met (matter not included until 2014).
Evidence to be provided by the school	Certificate of attendance or confirmation of registration to participate in IB-recognized professional development, by the MTBA deadline, for the teachers who have not yet received training.
Action Plan	School included appropriate actions in Action Plan.

Practice 4

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

Finding of the Team	Conversations with teachers reflect the collaborative planning times allocated by the school.
----------------------------	---

Practice 5

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

Findings of the Team	<p>Classroom layout and space allow for students to be grouped and regrouped.</p> <p>There is space for students to work independently, in small groups or as a whole class.</p> <p>A tour of the facilities and conversations with teachers, the PYP coordinator and the pedagogical leadership team confirms the descriptions in the self-study.</p>
-----------------------------	--

Practice 6

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

Findings of the Team	<p>The librarian's role includes responsibilities with respect to the programme.</p> <p>The librarian has attended an IB workshop to become familiar with the programme.</p> <p>The librarian demonstrates understanding of her role in the programme.</p> <p>Acquisition of resources is done systematically, taking into account the needs of the programme.</p> <p>A visit to the library shows:</p> <ul style="list-style-type: none">○ the set-up of the library allows for students to work independently and for teachers to work with groups of students (if applicable)○ library resources are catalogued to allow easy access to all students and teachers○ the schedule promotes the ongoing use of the library during school time, and sometimes beyond○ the library environment reflects the philosophy of the PYP in displays, books, audio-visual materials and in a physical layout that promotes inquiry.
-----------------------------	---

Practice 7

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

Findings of the Team	<p>Teachers and students demonstrate the use of a variety of resources on global issues and diverse perspectives.</p> <p>Conversations with teachers indicate that there are resources on global issues and different perspectives.</p>
-----------------------------	---

Practice 8

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

Findings of the Team	<p>Conversations with teachers and the PYP coordinator indicate awareness of the special educational needs of students and the support offered by the school.</p> <p>Conversations with the PYP coordinator indicate awareness of the PYP's philosophy on special educational needs.</p> <p>The school has support staff, including two full time learning support teachers, a full-time counselor, and 3 full time reading specialists and support/enrichment teachers, along with a full time ELL Teacher and Speech Therapist.</p>
-----------------------------	---

Practice 9

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

Findings of the Team	<p>Teachers are aware that they have the responsibility to support each student's personal, social and physical development through all learning engagements.</p> <p>The school has a full-time guidance counselor who is active daily in classrooms to provide structured lessons connected to elements of the PYP, and also who is active in supporting students individually as needed as they progress through the program.</p>
-----------------------------	---

Practice 10 + 10a

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

Findings of the Team	<p>Conversations with teachers confirm the availability of sufficient time for inquiry.</p> <p>The timetables do not enable teachers to focus on the transdisciplinary nature of the programme, it is focused on the disciplinary areas. The timetables are organized by subjects, not only the special classes, but also grammar, writing, social studies, science, math, etc.</p>
Recommendation	<p>The school <u>must</u> move the timetable to transdisciplinary blocks of learning rather than blocks of teaching according to the subjects being taught. The school should review the student schedule or timetable to enable teachers to optimize time for student inquiry and to support the transdisciplinary nature of the programme.</p>
Action Plan	<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).

Finding of the Team	Teachers and students can give examples of using expertise found in the community within the curriculum. The school has over the years partnered with various organizations to make a positive difference in the community through encouraging opportunities for students to take action in service to their community. Parents are involved and some of them have contributed to the units of inquiry with presentations.
Commendation	The school for including the external and internal community in action opportunities for the students and also as source for the units of inquiry.

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.

Findings of the Team	Conversations with teachers show that they: <ul style="list-style-type: none">○ are aware of the requirements of the PYP exhibition○ have discussed and understand the process to support the PYP exhibition. Conversations with the PYP coordinator show understanding of the process of the PYP exhibition and the resources required.
-----------------------------	---

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
School's Progress 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.
Conclusion	Shows Satisfactory Development	Requires Significant Attention

Section C: Curriculum

Standard C1: Collaborative planning

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

Practice 1

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

Findings of the Team	<p>Unit planner reflections have been used in collaborative planning meetings to revise units.</p> <p>Teachers are able to explain how they plan and reflect collaboratively in order to meet the requirements of the programme.</p> <p>After the planning process is completed, teachers reflect on how effective their planning is.</p> <p>PYP teachers engage in collaborative planning weekly with grade levels to reflect on units of inquiry and planners. PYP teachers are given full days for planner revision and PYP curriculum development work with their collaborative teams.</p>
-----------------------------	--

Practice 1a

The programme of inquiry and all corresponding unit planners are the product of sustained collaborative work involving all the appropriate staff.

Findings of the Team	<p>The PYP coordinator is able to explain the collaborative method selected for the development of the programme of inquiry.</p> <p>PYP teachers are involved in meetings for collaborative planning of the curriculum.</p> <p>Teachers are able to explain how the programme of inquiry and PYP planners are a product of sustained collaborative work.</p> <p>The PYP coordinator has developed a system for facilitating the development of the programme of inquiry and all subject areas.</p> <p>PYP teachers spend time monthly as a whole staff to engage in examination of the program of inquiry and spend time weekly with their grade level teams to reflect on their planners. Also, PYP staff meet as a whole group over the summer to engage in detailed curriculum planning and examination of the program of inquiry.</p>
-----------------------------	---

Practice 1b

- b. Planning at the school makes use of the Primary Years Programme planner and planning process across the curriculum and by all teachers.

Findings of the Team	<p>Unit planners are used by classroom and single-subject teachers.</p> <p>All PYP staff have access to all planners within the Program of Inquiry, including specials subject teachers.</p>
-----------------------------	--

Practice 1c

- c. Planning at the school addresses all the essential elements to strengthen the transdisciplinary nature of the programme.

Findings of the Team	<p>The school is constantly examining the curriculum to find areas where transdisciplinary elements can be emphasized.</p> <p>Samples of completed planners show that knowledge, concepts, skills, action, and the learner profile are identified. Planning is structured around the exploration of a central idea and lines of inquiry</p> <p>Key concepts are clearly identified, the school is the process of identifying related concepts for all the units of inquiry. They are reviewing their POI to identify specific related concepts for each unit, using scope and sequence documents.</p>
Recommendation	<p>The school continues with the curriculum review in order to identify related concepts that, with the key concepts they have identified, support the concept-based learning for the students.</p> <ul style="list-style-type: none">○ <i>Recommendation repeated from previous report.</i>
Action Plan	<p>School included appropriate actions in Action Plan.</p>

Practice 2

Collaborative planning and reflection take place regularly and systematically.

Findings of the Team	<p>Allocated meeting time is used systematically for collaborative planning and reflection.</p> <p>Teachers are able to describe the organization of collaborative planning meeting times as scheduled in each teacher's timetable and how these allow for planning and reflection within and across year groups, as well as with single-subject teachers.</p> <p>Teachers are able to explain how expected objectives are achieved through meetings.</p> <p>The PYP coordinator describes that PLC meetings keep an agenda that is shared with the rest of the PYP staff.</p>
-----------------------------	--

Practice 3

Collaborative planning and reflection address vertical and horizontal articulation.

Findings of the Team	<p>The planning process allows teachers to collaborate and reflect on the vertical and horizontal articulation of the programme.</p> <p>The school describes that PYP staff engage in vertical and horizontal examination of the program of inquiry on a quarterly and yearly basis together and revise the program of inquiry as needed.</p>
-----------------------------	---

Practice 3a

There is a systematic approach to integration of the subject-specific scope and sequences and the programme of inquiry.

Findings of the Team	Teachers describe the process by which the subject-specific scope and sequence documents are integrated with the programme of inquiry. Subject scope and sequence documents are documented published and implemented. Teachers access and make regular use of the subject scope and sequence documents. There is documentation of the integration of the subject-specific scope and sequence documents and the units of inquiry.
-----------------------------	---

Practice 3b

The school ensures balance and articulation between the transdisciplinary programme of inquiry and any additional single-subject teaching.

Finding of the Team	Teachers describe the process by which they are able to ensure balance and articulation between the transdisciplinary units of inquiry and additional single subjects.
----------------------------	--

Practice 4

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

Findings of the Team	Teachers can explain how they are able to have an overview of students' learning experiences. The school describes that teachers have extensive knowledge of learning experiences and skills needed for student growth.
-----------------------------	--

Practice 4a

The school provides for easy access to completed Primary Years Programme planners.

Findings of the Team	Teachers describe how and where they can access completed PYP planners. Teachers express a common, established system for storing, updating and retrieving planners.
-----------------------------	---

Practice 4b

The school ensures that Primary Years Programme planners are coherent records of student learning.

Findings of the Team	<p>Teachers explain how the unit planners are used to ensure that student learning is recorded.</p> <p>Teachers have an agreed process for updating unit planners in order to record ongoing student learning.</p> <p>Unit planners are used as records of planning, assessment, reflection and recommendations for revision.</p> <p>Specialist teachers create their own planners and also collaborate in the transdisciplinary units of inquiry with the classroom teachers. Specialist teachers' participation is not registered clearly in the transdisciplinary unit planners.</p>
Recommendation	<p>The school should ensure that unit planners' information is the result of all the teachers involved in the transdisciplinary units of inquiry.</p> <ul style="list-style-type: none">○ <i>Recommendation repeated from previous report.</i>
Action Plan	<p>School included appropriate actions in Action Plan.</p>

Practice 5

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

Findings of the Team	<p>Teachers describe agreed expectations of student learning (in terms of formative and summative assessment and learning outcomes) and are able to explain how these are used in collaborative planning.</p> <p>Teachers describe how established learning outcomes as published on scope and sequences documents are used as a basis for collaborative planning and reflection.</p>
-----------------------------	---

Practice 6

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

Findings of the Team	<p>Teachers are able to explain the collaborative planning process by which they have planned to incorporate differentiation for students' learning needs and styles.</p> <p>The school describes how weekly grade level collaborative planning and reflection allows teachers to identify together further strategies for differentiation of learning based on student needs. Small group instruction using flexible grouping compliments the core lessons to further allow for support and enrichment of learning for students.</p> <p>Samples of unit planners do not provide evidence of how teaching teams have developed differentiated activities and tasks.</p>
Recommendation	<p>The school should further incorporate differentiation for students' learning needs and styles into the unit planners.</p>
Action Plan	<p>School did not include appropriate actions in Action Plan.</p>

Practice 7

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

Findings of the Team	Teachers are able to explain how assessed student work informs the refinement and revision of the programme of inquiry and corresponding unit planners. The school describes that planning for instruction is grounded in assessment, and assessment for learning occurs continually throughout instruction in order for further planning for student needs to occur, and learning experiences are planned as appropriate for student need and growth.
-----------------------------	---

Practice 8

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

Finding of the Team	Teachers can give examples of how their joint responsibility for language learning has influenced collaborative planning and reflection.
----------------------------	--

Practice 9

Collaborative planning and reflection address the IB learner profile attributes.

Findings of the Team	Samples of student work and unit planners provide evidence of how the IB learner profile is addressed through collaborative planning and reflection. Teachers can give examples of how the IB learner profile attributes are included in collaborative planning and reflection.
Commendation	The school has ensured that teachers systematically address the development of the IB learner profile attributes in collaborative planning and reflection.

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
School's Progress 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.
Conclusion	Shows Satisfactory Development	Shows Satisfactory Development

Standard C2: Written curriculum

The school's written curriculum reflects IB philosophy

Practice 1

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

Findings of the Team	<p>Subject-specific scope and sequence documents address knowledge, skills and concepts of the PYP.</p> <p>All units have been documented according to the PYP unit planning process.</p> <p>Supporting curriculum documents have been developed in order to have an overview of the vertical and horizontal articulation of the programme.</p>
-----------------------------	---

Practice 1a

The programme of inquiry consists of six units of inquiry—one for each transdisciplinary theme—at each year/grade level, with the exception of students who are 3–5 years, where the requirement is at least four units at each year/grade level, two of which must be under “Who we are” and “How we express ourselves”.

Findings of the Team	<p>There is a published programme of inquiry.</p> <p>The programme of inquiry consists of six units of inquiry—one for each transdisciplinary theme—at each year/grade level, with the exception of students who are in Kindergarten, where the requirement is at least four units at each year/grade level, two of which must be under “Who we are” and “How we express ourselves”.</p>
-----------------------------	--

Practice 1b

The school ensures that there is a coherent, horizontally and vertically articulated programme of inquiry.

Findings of the Team	<p>There is a published programme of inquiry. Central ideas for each unit of inquiry are appropriately linked with the transdisciplinary theme. Each unit stands alone as an engaging, challenging, relevant and significant experience. Horizontal and vertical articulation is reflected in the programme of inquiry.</p> <p>Some central ideas of the POI do not fulfill the required characteristics of the central ideas described in the PYP documents.</p>
Recommendation	<p>The school should review the central ideas in the POI in order to make sure that all of them fulfill the characteristics described in the PYP documents.</p> <ul style="list-style-type: none">○ <i>Recommendation repeated from previous report.</i>
Action Plan	<p>School included appropriate actions in Action Plan.</p>

Practice 1c

The Primary Years Programme exhibition is one of the six transdisciplinary units of inquiry in the final year of the programme.

Finding of the Team	The Primary Years Programme exhibition is one of the six transdisciplinary units of inquiry in the final year of the programme.
----------------------------	---

Practice 1d

There is documented evidence that the curriculum developed addresses the five essential elements of the Primary Years Programme.

Findings of the Team	<p>Unit planners and other curriculum documents explicitly state how each of the essential elements are addressed through students' learning experiences.</p> <p>The PYP coordinator can explain how the essential elements are addressed through the programme of inquiry and other single subjects.</p> <p>Teachers are able to explain how the essential elements are addressed through particular units of inquiry.</p> <p>Teachers and students are able to present student work that provides further information on how past units of inquiry have addressed the five essential elements.</p>
-----------------------------	--

Practice 2

The written curriculum is available to the school community.

Findings of the Team	<p>Parents know where to access information on the general learning outcomes for their child's year/grade level.</p> <p>The programme of inquiry is visible in the school.</p> <p>All the teachers have access to the scope and sequence documents available and the unit planners.</p>
-----------------------------	---

Practice 3

The written curriculum builds on students' previous learning experiences.

Findings of the Team	<p>Unit planners indicate pre-assessments to support teachers' understanding of students' previous learning experiences.</p> <p>Teachers participate in vertical reflection and planning practices, in order to ensure a natural continuum in student learning experiences.</p>
-----------------------------	---

Practice 4

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

Findings of the Team	<p>Curriculum overviews are based on PYP unit planners and show progression of knowledge, concepts, skills and attitudes to be developed over time.</p> <p>Teachers are able to point out the knowledge, concepts, skills and attitudes to be developed over time in their written curriculum.</p> <p>Scope and sequence documents clearly indicate progression of skills to be developed over time.</p> <p>Some units of the POI identify related concepts, the school describes that some grade levels are further along in this identification process and thus some do have some related concepts listed on the POI and some do not at this point. Some teachers talked about the unit by the themes addressed in the unit.</p>
Recommendation	The school should further identify related concepts for the transdisciplinary units of inquiry in order to enhance the PYP concept-based learning.
Action Plan	School did not include appropriate actions in Action Plan.

Practice 4a

The school has scope and sequence documents that indicate the development of conceptual understanding, knowledge and skills for each Primary Years Programme subject area.

Findings of the Team	<p>The scope and sequence documents are based on one of the following:</p> <ul style="list-style-type: none">○ local/national scope and sequence documents○ PYP scope and sequence documents○ other sources. <p>The scope and sequence documents for each of the subject areas describe learning outcomes for all ages in the school.</p> <p>The school has scope and sequence documents that indicate the development of conceptual understanding, knowledge and skills for each of the following PYP subject areas:</p> <ul style="list-style-type: none">○ Elementary Math○ Elementary Reading and Language Arts○ Elementary Science○ Elementary Social Studies <p>The school has not presented scope and sequence documents of arts, personal, social and physical education and Spanish.</p>
Recommendation	The school should develop scope and sequence documents for each subject area. These scope and sequences should indicate the development of conceptual understanding, knowledge and skills.
Action Plan	School did not include appropriate actions in Action Plan.

Practice 4b

The overall expectations of student achievement in the school's scope and sequence documents are aligned with those expressed in the Primary Years Programme scope and sequence documents.

Findings of the Team	The overall expectations outlined in the scope and sequence documents are developmentally appropriate. The school has read and analyzed the PYP Scope and Sequence Documents. The scope and sequence documents do not show phases as the ones showed in the PYP scope and sequence documents.
Recommendation	The school should review its scope and sequence documents in order to ensure that the overall expectations of student achievement are developmentally appropriate and aligned with those expressed in the PYP scope and sequence documents.
Action Plan	School did not include appropriate actions in Action Plan.

Practice 5

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

Findings of the Team	Teachers, parents and students describe action driven learning experiences as a result of their learning. The school describes that students continuously reflect on their learning throughout each unit of inquiry to decide what action they will take as a result of their new learning, and student examples of action are written in to each planner as a part of the teacher reflection process.
Commendation	PYP unit planners include opportunities for student action.

Practice 6

The written curriculum incorporates relevant experiences for students.

Finding of the Team	Teachers can explain how unit planners incorporate relevant experiences for students.
----------------------------	---

Practice 6a

The written curriculum provides opportunities for student learning that is significant, relevant, engaging and challenging.

Findings of the Team	Reflections recorded on individual unit planners indicate how past units offered significant, relevant, engaging and challenging learning opportunities. Teachers are able to describe how previous units of inquiry have been significant, relevant, engaging and challenging. Parents and students are able to share significant, relevant, and engaging learning experiences.
-----------------------------	--

Practice 7

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

Findings of the Team	<p>Unit planners indicate resources that have been used to promote students' awareness of individual, local, national and world issues.</p> <p>Teachers can explain how unit planners include learning experiences that promote students' awareness of individual, local, national and world issues.</p> <p>The school describes that its PYP curriculum development process proceeds from local to national, to the world. During each planner, students are encouraged to examine an issue through these lenses.</p>
-----------------------------	--

Practice 7a

The programme of inquiry includes the study of host or home country, the culture of individual students and the culture of others, including their belief systems.

Findings of the Team	<p>Teachers can relate learning experiences that focused on the study of the host or home country, the culture of individual students and the culture of others, including their belief systems.</p> <p>Classroom displays and student work show information on how students have focused on the study of the host or home country, the culture of individual students and the culture of others, including their belief systems.</p>
-----------------------------	---

Practice 8

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

Finding of the Team	Teachers can explain how unit planners include learning experiences that provide reflection on human commonality, diversity and multiple perspectives.
----------------------------	--

Practice 9

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

Findings of the Team	<p>The school has established a curriculum review cycle or policy that aligns with the IB's published curriculum cycle.</p> <p>Curriculum documents reflect the use of current IB publications. The school describes that PYP teachers have received training in the latest documents published on "My IB" regularly. Discussions occur around the learning in these documents.</p> <p>Conversations with the pedagogical leadership team and teachers show that the school has established a curriculum review cycle or policy that aligns with the IB's published curriculum cycle.</p>
-----------------------------	---

Practice 9a

There is a system for regular review and refinement of the programme of inquiry, individual units of inquiry and the subject-specific scope and sequences.

Findings of the Team	<p>There is a published set of essential agreements on the review and refinement of curriculum documents.</p> <p>The PYP coordinator and teachers are able to explain the system for the regular review and refinement of the programme of inquiry, units of inquiry and the subject-specific scope and sequences.</p> <p>The PYP coordinator and teachers are actively engaged in the review and refinement of the curriculum documents in various capacities.</p> <p>The school describes that PYP teachers regularly review the program of inquiry at least yearly in a prolonged summer workshop multi-day experience, where detailed planning around scope and sequence documents and revision of the program of inquiry occur.</p>
-----------------------------	--

Practice 10

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

Finding of the Team	The pedagogical leadership team can explain plans made and actions taken to incorporate the policies into the written curriculum.
----------------------------	---

Practice 11

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

Findings of the Team	<p>Samples of PYP unit planners include learning experiences that foster the development of the IB learner profile attributes.</p> <p>Reflections on unit planners include thoughts on how the unit has fostered the development of the IB learner profile attributes.</p>
-----------------------------	--

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
School's Progress 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.
Conclusion	Shows Satisfactory Development	Shows Satisfactory Development

Standard C3: Teaching and learning

Teaching and learning reflects IB philosophy

Practice 1

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

Findings of the Team	Samples of student work confirm that PYP units of inquiry have been taught. Classroom observations confirm that PYP units of inquiry are being taught. Classroom displays and samples of assessed student work demonstrate that teaching and learning align with the requirements of the programme. Conversations with students and teachers confirm that teaching and learning align with the requirements of the programme.
-----------------------------	--

Practice 1a

The school ensures that students experience coherence in their learning supported by the five essential elements of the programme regardless of which teacher has responsibility for them at any point in time.

Findings of the Team	Teachers are able to describe ways in which students have been involved in learning engagements that provide them with an opportunity to experience coherence in their learning. The school describes that all PYP teachers are very versed in all of the PYP elements and use them regularly with all students. Students could share few learning engagements when they share their understandings of the units of inquiry.
-----------------------------	--

Practice 1b

The classroom teacher takes responsibility at least for the language of instruction, mathematics, social studies and science, to support the Primary Years Programme model of transdisciplinary teaching and learning.

Finding of the Team	The school demonstrates commitment to transdisciplinary learning by ensuring that each unit of inquiry is collaboratively designed, planned and facilitated among the classroom teachers to deliver the subjects included in each unit of inquiry.
----------------------------	--

Practice 1c

The school ensures that personal and social education is the responsibility of all teachers.

Findings of the Team	<p>The pedagogical leadership team and teachers describe how they, in their various roles in the school, support the students' personal and social education.</p> <p>The pedagogical leadership team and teachers have published essential agreements on behavioral management.</p> <p>Personal and social education activities are evidently taking place throughout the school.</p> <p>The school describes that all PYP teachers engage in Olweus lessons with their students, and they engage in discussion with students around personal and social growth.</p>
-----------------------------	--

Practice 2

Teaching and learning engages students as inquirers and thinkers

Findings of the Team	<p>Teachers and students can give examples of learning experiences that encourage students to be inquirers and thinkers.</p> <p>The school provided evidence of students engaged in meaningful inquiry experiences. Parents are able to appreciate inquiry opportunities for their children. The school describes that asking questions and allowing students to explore their own inquiries is an essential element of the program.</p> <p>Classroom observations demonstrate few engagements of students as inquirers.</p> <p>Timetables do not provide enough support to inquiry. The school is finding ways to engage students in inquiry throughout their instructional day.</p>
Recommendation	<p>The school should further develop transdisciplinary and disciplinary approaches to teaching and learning in order to engage students in meaningful inquiry.</p>
Action Plan	<p>School did not include appropriate actions in Action Plan.</p>

Practice 2a

The school ensures that inquiry is used across the curriculum and by all teachers.

Findings of the Team	<p>Unit planners and evidence provided by the school show students engaged in inquiry where students:</p> <ul style="list-style-type: none">○ explore, wonder and question○ experiment and play with possibilities○ make connections between previous learning and current learning○ make predictions and act purposefully to see what happens○ collect data and report findings○ deepen their understanding through the application of a concept○ make and test theories○ research and seek information○ take and defend a position○ solve problems in a variety of ways. <p>Classroom displays, learning journals, and/or portfolios provide evidence of students' engagement with inquiry cycle models.</p> <p>Some sample unit planners show how teachers use the inquiry cycle.</p> <p>Some teachers are able to explain how units of inquiry are planned through an inquiry cycle.</p> <p>Classroom observations provided limited evidence of inquiry.</p>
Recommendation	The school should facilitate ways to enhance teachers' knowledge and skills in approaching teaching and learning through inquiry.
Action Plan	School did not include appropriate actions in Action Plan.

Practice 3

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

Findings of the Team	<p>Teachers can give examples of how formative assessment and ongoing student reflection are used in refining their teaching.</p> <p>Teachers can give examples of how they have adapted teaching to build on what students know and can do.</p> <p>The school describes that teachers utilize provocations and engaging pre-learning thinking prior to units to spark student curiosity. Learning builds on student questions and answers and revises new questions as the unit moves along.</p>
-----------------------------	---

Practice 3a

Teaching and learning addresses the competencies, experiences, learning needs and styles of students.

Findings of the Team	<p>Teachers express the ways in which they exercise differentiation in their teaching and learning.</p> <p>Students are grouped and regrouped for a variety of learning situations.</p> <p>Samples of assessed student work show how teaching and learning addresses the various competencies, experiences, learning needs and styles of students.</p> <p>The pedagogical leadership team is able to explain the school's approach to differentiation in teaching and learning.</p> <p>The school has established essential agreements on ways to address competencies, experiences, learning needs and styles of students.</p> <p>Students, especially those identified with learning needs, receive a level of support that enables them to succeed within the range of their abilities.</p> <p>The school provides individualized instruction, teachers search for how to connect to each student and provide instruction based on their individual needs and learning styles/interests.</p>
Commendation	<p>The school for providing instruction that meets the needs of all learners.</p>

Practice 4

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

Findings of the Team	<p>In conversations, members of the school community show awareness and understanding of academic honesty and the associated practices.</p> <p>Classroom observations and samples of assessed student work include examples of how academic honesty is put into practice.</p> <p>Conversations with teachers show a common understanding of and adherence to academic honesty.</p> <p>The school describes that honesty and ethical practices are central to their program. The school developed instructional digital learning pledges for the new pandemic environment of teaching this school year.</p>
-----------------------------	--

Practice 5

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

Findings of the Team	<p>Displays and samples of assessed student work show examples of students' independent inquiry.</p> <p>Teachers and students can give examples of learning experiences where students were encouraged to be actively responsible for their own learning.</p> <p>The school describes that students are actively responsible for self assessments of their learning and are involved in communicating to themselves and others.</p>
-----------------------------	---

Practice 6

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

Findings of the Team	Teachers provide examples of open-ended questions that allow for multiple perspectives. Documentation of learning engagements shows examples of ways in which students have inquired into topics on human commonality, diversity and multiple perspectives.
-----------------------------	--

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.

Findings of the Team	Support structures are provided in the classroom for students working in languages other than their mother tongue. Students can explain how their language needs are met. Teachers and parents can give examples of how they meet the diversity of student language needs.
-----------------------------	--

Practice 8

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

Findings of the Team	Teachers can give examples of how they have supported the language development of students. Classroom observations show teachers exercising their responsibility for the language development of students.
-----------------------------	---

Practice 9

Teaching and learning uses a range and variety of strategies.

Findings of the Team	Displays and samples of assessed student work confirm that teachers are using a range and variety of teaching and learning strategies. Unit planners show a variety of teaching and learning strategies. Teachers can give examples of a variety of strategies used in their lessons.
-----------------------------	---

Practice 10

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

Findings of the Team	Displays and samples of assessed student work show that teachers have allowed for differentiation. Teachers can give examples of differentiated instruction. The school describes that teachers use a variety of strategies to meet students' individual learning styles and needs.
-----------------------------	---

Practice 10a

The school provides for grouping and regrouping of students for a variety of learning purposes.

Findings of the Team	<p>Teachers describe when and how they group and regroup students according to a variety of learning purposes.</p> <p>The PYP coordinator describes ways in which students are grouped and regrouped in the various year/grade levels.</p> <p>The school describes that students are grouped and regrouped for various further differentiation experiences in math and reading, and students are grouped with learning buddies and to further study STEM, science, and social studies challenges exploring various issues throughout the program.</p>
-----------------------------	---

Practice 11

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

Findings of the Team	<p>Teacher and students can give examples of how a variety of resources, including specialized equipment and learning technologies, are used in learning.</p> <p>Classroom observations confirm that learning experiences incorporate a range of resources, including specialized equipment and learning technologies.</p>
-----------------------------	--

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.

Findings of the Team	<p>Samples of assessed student work demonstrate opportunities for students to develop meaningful action.</p> <p>Students' self-reflections show awareness of attitudes and skills that allow for meaningful action.</p> <p>Classroom observations show examples of developing student attitudes and skills to allow for meaningful action.</p>
-----------------------------	--

Practice 13

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

Finding of the Team	<p>Student work provides evidence of opportunities for student reflection on learning engagements, especially the units of inquiry.</p>
----------------------------	---

Practice 14

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

Findings of the Team	Attitudes of understanding and respect are observed in interactions between teachers and teachers, teachers and students and students and students, both inside and outside the classroom. Students and teachers speak respectfully of and with each other.
Commendation	The school has built a stimulating learning environment based on understanding and respect throughout the school community.

Practice 14a

The school provides environments in which students work both independently and collaboratively.

Findings of the Team	Classrooms are arranged in such a way as to allow students to work independently and collaboratively. All learning areas (classrooms, library, etc.) are conducive to working independently and collaboratively. Classroom furniture is designed in such a way that it encourages opportunities to work both independently and collaboratively. Classroom observations show students working both independently and collaboratively. Teachers allow students the flexibility to decide whether to work independently or collaboratively.
-----------------------------	--

Practice 14b

Teaching and learning empowers students to take self-initiated action as a result of the learning.

Findings of the Team	Planned provocations and teacher questions promote self-initiated action. Classroom displays and student work show ways in which students were empowered to take self-initiated action. Students are able to relate instances when they took self-initiated action as a result of their own learning. Samples of student reflections show how students have taken self-initiated action.
-----------------------------	---

Practice 15

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

Findings of the Team	Displays and samples of student work show that students can demonstrate their understanding in a variety of ways. Teachers and students can give examples of how students demonstrate their understanding in a variety of ways.
-----------------------------	--

Practice 16

Teaching and learning develops the IB learner profile attributes.

Findings of the Team	<p>Displays and samples of assessed student work include examples of how the IB learner profile attributes are developed.</p> <p>Students and teachers can give examples of learning experiences that develop the IB learner profile.</p> <p>Classroom observations show examples of how the IB learner profile is developed.</p> <p>Unit planners indicate specific IB learner profile attributes that are focused on for each unit of inquiry.</p>
Commendation	<p>Students are aware of their development according to the IB learner profile attributes.</p>

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
School's Progress 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.
Conclusion	Shows Satisfactory Development	Shows Satisfactory Development

Standard C4: Assessment

Assessment at the school reflects IB assessment philosophy

Practice 1

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

Findings of the Team	<p>Assessments are designed to inform practice.</p> <p>Unit planners, classroom observation and conversations with teachers and students indicate a balance of formative and summative assessment.</p> <p>Assessment strategies allow all students to demonstrate the extent of their understanding.</p> <p>When necessary, individual needs are accommodated, and/or alternative assessment is administered.</p>
-----------------------------	---

Practice 1a

Assessment at the school is integral with planning, teaching and learning.

Findings of the Team	<p>Unit planners include assessment tasks that are specific to what is being taught and allow student learning to be continually supported.</p> <p>Summative assessment links to the central idea.</p> <p>Students document assessments that provide information on their learning experiences.</p>
-----------------------------	---

Practice 1b

Assessment addresses all the essential elements of the programme.

Findings of the Team	<p>Teachers are able to provide examples of ways they address the essential elements of the programme through assessments.</p> <ul style="list-style-type: none">○ Documentation of assessments provides examples of how the essential elements of the programme are addressed. <p>The school describes that PYP student reflection documents within units of inquiry engage students in self-assessment around the learner profile attributes, content they have learned, approaches to learning, and action ideas they have as a result of their learning. Teachers provide continuous feedback on their learning process.</p> <ul style="list-style-type: none">○ Assessment practices do not give clear evidence of the students' understanding of concepts.
Recommendation	<p>The school should review its assessment practices in order to ensure that assessment strategies and tools address all the essential elements of the programme.</p> <p>Recommendation repeated from previous report.</p>
Action Plan	<p>School included appropriate actions in Action Plan.</p>

Practice 1c

The school provides evidence of student learning over time across the curriculum.

Findings of the Team	<p>The PYP coordinator and teachers have collected samples of student work that provide evidence of student learning across the curriculum.</p> <p>Various forms of documentation (e.g. portfolios and report cards) provide evidence of student learning over time across the curriculum.</p>
-----------------------------	--

Practice 2

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

Findings of the Team	<p>The school has a published assessment policy.</p> <p>Teachers demonstrate an understanding of the philosophy of PYP assessment.</p> <p>The school community, including parents, understands the philosophy of PYP assessment.</p>
-----------------------------	--

Practice 3

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

Findings of the Team	Assessment strategies and tools allow for individual differences. Teachers and students can give examples of a variety of assessment tasks. The school provided evidence of the variety of assessment strategies and tools employed by teachers.
Commendation	The school uses a range of strategies and tools to assess student learning and these are evident through student work samples and unit planners.

Practice 4

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

Findings of the Team	The assessment policy states how teachers will provide students with feedback to inform and improve their learning. The criteria for success in assessments are clearly identified for students and teachers. Assessments are designed to allow teachers to give feedback to students and parents. In conversations, students and teachers demonstrate an understanding of formative assessment. Samples of student work do not show clear evidence of comments from peers on formative assessments.
Recommendation	The school should further develop procedures to provide students with feedback from teachers and peers to inform and improve their learning.
Action Plan	School did not include appropriate actions in Action Plan.

Practice 5

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

Findings of the Team	Teachers use a variety of strategies and tools for recording student progress. Teachers follow essential agreements for the systematic process of recording student progress. The school describes that students document self reflections about the content they have learned, how they have developed in the learner profile attributes, and what actions they will take as a result of their learning throughout each unit of inquiry. Students' reflections and progress on their work is kept in a student portfolio and communicated to parents regularly.
-----------------------------	--

Practice 6

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

Findings of the Team	Teachers report on student progress in the different subject areas and the development of the attributes of the IB learner profile. The school describes that students have unit reflections that occur after each unit of inquiry, in which students formally reflect on their development of the learner profile attributes. Also, regularly throughout each unit students discuss their development of the learner profile.
-----------------------------	---

Practice 6a

Student learning and development related to all attributes of the IB learner profile are assessed and reported.

Findings of the Team	Student learning and development related to the attributes of the IB learner profile are reported. Samples of student work and displays provide evidence of how student learning and development related to the attributes of the IB learner profile are assessed and reported.
-----------------------------	--

Practice 7

The school analyses assessment data to inform teaching and learning.

Findings of the Team	Teachers can give examples of how assessment data is used to inform teaching and learning. Sample planners show teachers' reflections under the section "To what extent did we achieve our purpose?" The school describes that assessment data is at the foundation of how they plan and implement instruction and see where students need further support and enrichment.
-----------------------------	--

Practice 7a

The school ensures that students' knowledge and understanding are assessed prior to new learning.

Findings of the Team	The school describes that students engage in pre-thinking activities regularly during provocations prior to the units of inquiry. Unit planners describe pre-assessments performed for each unit of inquiry.
-----------------------------	---

Practice 8

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

Findings of the Team	Samples of assessed student work contain student reflections. Students can show examples of self-assessment strategies. In conversations, students and teachers demonstrate understanding of the value of peer and self-assessment. The school describes that students regularly use self-assessment strategies to identify ways to improve and develop on their own.
-----------------------------	--

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.

Findings of the Team	All students in the final year of the PYP participate in the PYP exhibition. Students have an understanding of the purpose and requirements of the PYP exhibition. The school has documented the process of their PYP Exhibition.
-----------------------------	---

Conclusion of the IB

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

	School's Conclusion	IB Response
School's Progress 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.
Conclusion	Shows Satisfactory Development	Shows Satisfactory Development