

Evaluation report

IB World Schools Department

Report on Programme Evaluation

Head of school: Mr. Mark Tolley

School: Corrales International School

IB school code: 004905

IB programme: Primary Years Programme

Evaluation visit date(s): 21-23 April 2021

Student ages in which all students are engaged in PYP: 5–6, 6–7, 7–8, 8–9, 9–10, 10–11, 11–12

Dear Mr. Mark Tolley,

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

	Practice	Finding	Matter to be addressed	Evidence to be provided by the school
			The school must ensure that:	
B1.5b	The school develops and implements an assessment policy that is consistent with IB expectations.	<p>Practices in the school do not completely align with the assessment policy.</p> <p>Currently their assessment policy reflects mostly to MYP practices with no agreements for PYP formally established.</p> <p>The assessment policy does not include:</p> <ul style="list-style-type: none"> ○ the philosophy and position on assessment to support student learning ○ alignment with the IB philosophy concerning learning and assessment ○ the assessment policy's alignment with the school mission statement ○ common assessment practices throughout the primary school ○ common practices in recording and reporting PYP assessment ○ the date of the most recent review. <p>The following agreements are not established or not understood by all members of the</p>	<ul style="list-style-type: none"> • the assessment policy must meet the requirements of the programme. 	A revised assessment policy that meets PYP expectations, as published in the IB documents. Please see the findings for the missing elements.

		<p>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. 		
B2.3 + 3a	The school ensures that teachers and administrators receive IB-recognized professional development.	<p>The teaching staff have access to PYP documents and are able to avail themselves of relevant opportunities to allow for a greater understanding of a constructivist, inquiry-based approach to teaching and learning. Teachers stated they want to further explore inquiry, and related concepts deeper. The principal's training is not current, and the music teacher did not finish his online training.</p>	<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 principal and teacher/s who have not yet received training.
B2.6	The library/multimedia/resources play a central role in the implementation of the programme(s).	<p>Teachers find that resources in the library are unsatisfactory to implement the programme.</p> <p>Acquisition of resources is not done systematically, taking into account the needs of the programme.</p> <p>There is no physical library. Classrooms have library books. A visit to the library does not show:</p> <ul style="list-style-type: none"> ○ the set-up of the library allows for students to work 	<ul style="list-style-type: none"> • students have easy access to a library in the school. • the library is equipped to support the programme, and there is a plan to continue improving its resources. • the library has resources on global issues and diverse perspectives. 	Description of actions taken to address the findings included in the report.

		<p>independently and for teachers to work with groups of students (if applicable)</p> <ul style="list-style-type: none"> ○ 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. <p>Students do not demonstrate understanding of the role of the library in the school and do not use the library actively.</p>		
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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.	12 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.	No
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.	No
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.	No

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.

Finding of the Team	The school has published statements of its mission and philosophy in shared areas around the school.
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Practice 2

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

Finding of the Team	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.
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Practice 3

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

Findings of the Team	<p>Beliefs and values are shared with/by all sections of the school community through assemblies, school functions, parent meetings, workshops, publications, parent volunteer opportunities.</p> <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>
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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 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 upon 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>Pedagogical leaders explain how and which practical decisions, such as daily class schedules and annual events are made based upon the objective of effectively implementing the units of inquiry.</p>
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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 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>
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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>Classroom observations show that students are engaged in inquiry and critical thinking.</p> <p>Students are able to share experiences that indicate they have participated in inquiry and are developing critical-thinking skills.</p>
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Practice 3d

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

Finding 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>
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Practice 3e

The school demonstrates a commitment to transdisciplinary learning.

Findings of the Team	<p>In conversation with teachers and coordinator the programme of inquiry and unit planners show evidence of a transdisciplinary approach to teaching and learning.</p> <p>The programme of inquiry and unit planners show evidence of a transdisciplinary approach to teaching and learning.</p>
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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.</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>Students have an understanding of the concept of international-mindedness and the attributes of the IB learner profile.</p> <p>The IB learner profile is a natural part of the school discourse.</p>
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Practice 5

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

Finding of the Team	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.
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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 and other means.</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>Newsletters, publications, website, and emails are generated for students, parents and staff.</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>
Commendation	The school has established a strong culture of open communication.

Practice 7

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

Finding of the Team	The school makes provisions for language development of all students.
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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	<p>The school has developed curriculum documents for additional language programme learning.</p> <p>The languages offered in the PYP reflect the needs and interests of the student body.</p>
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Practice 7b

The school supports mother tongue and host country language learning.

Finding of the Team	Teachers are able to share ways in which mother tongue and host country or regional languages are supported within the curriculum and throughout the school.
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Practice 8

The school participates in the IB world community.

Findings of the Team	School leaders have developed connections with other IB world schools especially within Albuquerque. Teachers have communicated with other IB World Schools. Staff members actively access online resources through MyIB.
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Practice 9 + 9a

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

Finding of the Team	The school provides opportunities for students to be grouped and regrouped but does not practice streaming or setting of students (e.g. gifted classes).
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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
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	Conversations with the governing body and school leadership indicated that there are systems in place to keep the governing body informed about the ongoing implementation of the programme and the governing body is aware of the implementation and development of the programme at the school.
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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>
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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	The pedagogical leadership team meets regularly and works collaboratively.
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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 supports teachers in the implementation of the programme.</p>
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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 demonstrate 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>
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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 time and 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>
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Practice 5

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

Finding of the Team	School policies and practices have been refined or developed to reflect the values of, and support the implementation of, the PYP.
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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>
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Practice 5b

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

Findings of the Team	<p>Practices in the school do not completely align with the assessment policy.</p> <p>Currently their assessment policy reflects mostly to MYP practices with no agreements for PYP formally established.</p> <p>The assessment policy does not include:</p> <ul style="list-style-type: none"> ○ the philosophy and position on assessment to support student learning ○ alignment with the IB philosophy concerning learning and assessment ○ the assessment policy's alignment with the school mission statement ○ common assessment practices throughout the primary school ○ common practices in recording and reporting PYP assessment ○ the date of the most recent review. <p>The following agreements are not established or not 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.
Matter to be Addressed	<p>The school must ensure that the assessment policy includes:</p> <ul style="list-style-type: none"> ○ the philosophy and position on assessment to support student learning ○ alignment with the IB philosophy concerning learning and assessment ○ the assessment policy's alignment with the school mission statement ○ common assessment practices throughout the primary school ○ common practices in recording and reporting PYP assessment ○ by adding the date of the most recent review.
Evidence to be provided by the school	A revised assessment policy that meets PYP expectations, as published in the IB documents.
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).

Finding of the Team	The pedagogical leadership team describes plans for the ongoing development of the programme.
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Practice 7

The school carries out programme evaluation involving all stakeholders.

Finding of the Team	Conversations with stakeholders do not demonstrate their involvement in, and understanding of, the self-study process.
Recommendations	<p>The school should further develop strategies for meaningful involvement of stakeholders in programme evaluation for the next cycle.</p> <p>The school should plan the next evaluation cycle according to the description included in the Programme evaluation guide and self-study questionnaire: Primary Years Programme</p>
Action plan	School did not include appropriate actions in Action Plan.

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	Requires Further 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	<p>Conversations with the governing body show understanding and support of the financial requirements of the programme.</p> <p>Conversations with teachers show that resources to implement the programme are in place.</p>
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Practice 2

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

Findings of the Team	<p>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.</p> <p>The school provides support for teachers to gain recognized qualifications.</p> <p>The school seeks to hire and retain staff with experienced of the programme.</p> <p>The school succeeds in maintaining qualified staff and addressing any turnover issues.</p>
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Practice 3 + 3a

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

Finding of the Team	<p>The teaching staff have access to PYP documents and are able to avail themselves of relevant opportunities to allow for a greater understanding of a constructivist, inquiry-based approach to teaching and learning. Teachers stated they want to further explore inquiry, and related concepts deeper. The principal's training is not current, and the music teacher did not finish his online training.</p>
Matter to be Addressed	<p><i>The school must ensure that:</i></p> <ul style="list-style-type: none"> ○ the requirements for staff participation in IB-recognized professional development at evaluation have been met.
Evidence to be provided by the school	<p>Certificate of attendance or confirmation of registration to participate in IB-recognized professional development, by the MTBA deadline, for the principal and teacher/s who have not yet received training.</p>
Action plan	<p>School did not include appropriate actions in Action Plan.</p>

Practice 4

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

Finding of the Team	<p>Conversations with teachers reflect the collaborative planning times allocated by the school.</p>
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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>Conversations with teachers indicate that there is an established system for sharing resources in order to facilitate efficient collaboration.</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> <p>Tour of the facility and conversations with stakeholders show that the school has outgrown the physical building and that they are in need of a new facility.</p>
Recommendation	<p>The school should review the physical and virtual learning environments, facilities, resources and specialized equipment to further support the implementation of the programme.</p>
Action plan	<p>School did not include appropriate actions in Action Plan.</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 his or her role in the programme.</p> <p>Students research and communicate not only through printed media but also through global electronic networks in order to access a vast range of multimedia resources.</p> <p>Teachers find that resources in the library are unsatisfactory to implement the programme.</p> <p>Acquisition of resources is not done systematically, taking into account the needs of the programme.</p> <p>There is no physical library. Classrooms have library books. A visit to the library does not show:</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. <p>Students do not demonstrate understanding of the role of the library in the school and do not use the library actively.</p>
Matter to be Addressed	<p><i>The school must ensure that:</i></p> <p>-students have easy access to a library in the school.</p> <p>-the library is equipped to support the programme, and there is a plan to continue improving its resources.</p> <p>-the library has resources on global issues and diverse perspectives.</p>
Evidence to be provided by the school	<p>Description of actions taken to address the findings included in the report.</p>
Action Plan	<p>School did include appropriate actions in Action Plan.</p>

Practice 7

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

Findings of the Team	Teachers and students demonstrate the use of a variety of resources on global issues and diverse perspectives. Conversations with teachers indicate that there are resources on global issues and different perspectives. Many of the resource teachers have secured outside the school.
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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.

Findings of the Team	Conversations with teachers and the PYP coordinator indicate awareness of the special educational needs of students and the support offered by the school. Conversations with the PYP coordinator indicate awareness of the PYP's philosophy on special educational needs.
Commendation	The school provides additional support for all students academically and socially and emotionally.

Practice 9

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

Findings of the Team	The student handbook identifies support services available to guide and counsel students through the programme. Teachers show awareness of the systems in place to guide and counsel students through the programme. Teachers are aware that they have the responsibility to support each student's personal, social and physical development through all learning engagements.
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Practice 10 + 10a

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

Findings of the Team	The student schedule or timetable enables teachers to focus on both the transdisciplinary and disciplinary areas of the programme. Conversations with teachers confirm the availability of sufficient time for inquiry. Teachers express that the student schedule enables them to focus on both the transdisciplinary and disciplinary areas of the programme.
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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.
Commendation	The school makes good use of community resources and expertise of both parents and community experts.

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 are aware of the requirements of the PYP exhibition and 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.
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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
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	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	Unit planner reflections have been used in collaborative planning meetings to revise units. Teachers are able to explain how they plan and reflect collaboratively in order to meet the requirements of the programme.
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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	The PYP coordinator is able to explain the collaborative method selected for the development of the programme of inquiry. PYP teachers are involved in meetings for collaborative planning of the curriculum. Teachers are able to explain how the programme of inquiry and PYP planners are a product of sustained collaborative work. The PYP coordinator has developed a system for facilitating the development of the programme of inquiry and all subject areas.
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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.

Finding of the Team	Unit planners are used by classroom and single-subject teachers.
Commendation	The single-subject teachers write three individual planners and comment on each of the grade level planners. Connections are made in multiple ways. They participate in Wednesday school wide meetings.

Practice 1c

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

Finding of the Team	Planning is structured around the exploration of a central idea and lines of inquiry.
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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>
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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>Teachers are able to describe how the planning process allows them to collaborate and reflect on the vertical and horizontal articulation of the programme.</p>
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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	<p>Teachers describe the process by which the subject-specific scope and sequence documents are integrated with the programme of inquiry.</p> <p>Subject scope and sequence documents are published and implemented.</p> <p>Teachers access and make regular use of the subject scope and sequence documents.</p>
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Practice 3b

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

Findings of the Team	<p>Teachers describe the process by which they are able to ensure balance and articulation between the transdisciplinary units of inquiry and additional single subjects.</p> <p>Teachers are able to discuss how their current programme of inquiry reflects balance and articulation between the transdisciplinary units of inquiry and additional single subjects.</p>
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Practice 4

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

Findings of the Team	Teachers are able to explain the overview of their programme of inquiry and/or single-subject areas and discuss the relationships between different year groups and subject areas. Teachers can explain how they are able to have an overview of students' learning experiences.
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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.
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Practice 4b

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

Findings of the Team	Teachers have an agreed process for updating unit planners in order to record ongoing student learning. Unit planners are used as records of planning, assessment, reflection and recommendations for revision.
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Practice 5

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

Findings of the Team	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. Teachers describe how established learning outcomes as published on scope and sequences documents are used as a basis for collaborative planning and reflection.
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Practice 6

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

Finding of the Team	Teachers are able to explain the collaborative planning process by which they have planned to incorporate differentiation for students' learning needs and styles.
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Practice 7

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

Finding 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.
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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.
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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.
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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
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 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	All units have been documented according to the PYP unit planning process. Supporting curriculum documents have been developed in order to have an overview of the vertical and horizontal articulation of the programme.
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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	There is a published programme of inquiry. 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”.
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Practice 1b

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

Finding of the Team	Each unit contributes to a coherent, school-wide programme of inquiry that is framed in terms of transdisciplinary themes of global significance.
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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 programme of inquiry indicates that the PYP exhibition is one of the six transdisciplinary units of inquiry in the final year of the programme.
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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>
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Practice 2

The written curriculum is available to the school community.

Findings of the Team	<p>Parents confirm that they know where to access the programme of inquiry.</p> <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>
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Practice 3

The written curriculum builds on students' previous learning experiences.

Findings of the Team	<p>Scope and sequence documents describe learning expectations in phases that acknowledge students' varying previous learning experiences.</p> <p>Unit planners indicate pre-assessments to support teachers' understanding of students' previous learning experiences.</p> <p>Teachers show examples of differentiation in the written curriculum to take into account 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.

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>
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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 the following:</p> <ul style="list-style-type: none">○ local/national scope and sequence document○ PYP scope and sequence documents <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">○ language○ mathematics○ science Naturales○ social studies○ personal, social and physical education○ arts (dance, drama, music, and/or visual arts). <p>The scope and sequence documents for each of the subject areas describe learning outcomes for all ages in the school.</p>
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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.

Finding of the Team	The overall expectations outlined in the scope and sequence documents are developmentally appropriate.
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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.

Finding of the Team	Teachers can demonstrate how the school's expectations for service involvement are rooted in the curriculum.
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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.
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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.
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Practice 7

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

Finding of the Team	Teachers can explain how unit planners include learning experiences that promote students' awareness of individual, local, national and world issues.
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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	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. 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. Students can relate personal experiences on how they have been able to share their own culture and belief systems with their peers through the units of inquiry.
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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.
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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).

Findings of the Team	Teachers are familiar with MyIB and use it. Unit planners and curriculum documents reflect the use of current IB publications. The school has not established a curriculum review cycle or policy that aligns with the IB's published curriculum cycle.
Recommendation	The school should further develop essential agreements or a policy for a curriculum review cycle to ensure that new developments in the programme are incorporated.
Action plan	School did not include appropriate actions in Action Plan.

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	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. The PYP coordinator and teachers are actively engaged in the review and refinement of the curriculum documents in various capacities. There is not a published set of essential agreements on the review and refinement of curriculum documents.
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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.
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Practice 11

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

Findings of the Team	Reflections on unit planners include thoughts on how the unit has fostered the development of the IB learner profile attributes. Samples of PYP unit planners include learning experiences that foster the development of the IB learner profile attributes.
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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
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. Observations of lessons outside the unit of inquiry demonstrate that teaching in other areas of the curriculum aligns with the requirements of the programme. 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.
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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	Students are able to display coherence in learning when they share their understandings of the units of inquiry. 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.
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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 between the classroom teachers and specialist teachers to deliver the subjects included in each unit of inquiry.
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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>
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Practice 2

Teaching and learning engages students as inquirers and thinkers

Findings of the Team	<p>Displays and samples of student work give examples of how PYP unit questions provide a framework for student inquiry and critical thinking.</p> <p>Teachers and students can give examples of learning experiences that encourage students to be inquirers and thinkers.</p>
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Practice 2a

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

Findings of the Team	<p>Classroom observations 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.
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Practice 3

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

Findings of the Team	<p>Displays of student work show opportunities for students to build on what they know and can do.</p> <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>
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Practice 3a

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

Findings of the Team	<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>Students, especially those identified with learning needs, receive a level of support that enables them to succeed within the range of their abilities.</p>
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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>Conversations with teachers show a common understanding of and adherence to academic honesty.</p> <p>Conversations with students show a common understanding of and adherence to academic honesty.</p> <p>Students are explicitly taught how to acknowledge sources of information.</p>
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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>Students are able to discuss and describe their own learning.</p>
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Practice 6

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

Findings of the Team	Teachers gave examples of students engaged in discussions on human commonality, diversity and multiple perspectives. Documentation of learning engagements shows examples of ways in which students have inquired into topics on human commonality, diversity and multiple perspectives.
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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.

Findings of the Team	Support structures are provided in the classroom for students working in languages other than their mother tongue. Teachers can give examples of how they meet the diversity of student language needs.
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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.
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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. Classroom observations show a variety of teaching and learning strategies. Teachers can give examples of a variety of strategies used in their lessons.
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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 and students can give examples of differentiated instruction.
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Practice 10a

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

Findings of the Team	Teachers describe when and how they group and regroup students according to a variety of learning purposes. The PYP coordinator describes ways in which students are grouped and regrouped in the various year/grade levels.
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Practice 11

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

Finding of the Team	Classroom observations confirm that learning experiences incorporate a range of resources, including specialized equipment and learning technologies.
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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.

Finding of the Team	Samples of assessed student work demonstrate opportunities for students to develop meaningful action.
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Practice 13

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

Findings of the Team	Students can give examples of reflection on their learning. Student work provides evidence of regular opportunities for student reflection on learning engagements, especially the units of inquiry.
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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.
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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. Learning areas are conducive to working independently and collaboratively.
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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.
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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.
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Practice 16

Teaching and learning develops the IB learner profile attributes.

Findings of the Team	Displays and samples of assessed student work include examples of how the IB learner profile attributes are developed. Students and teachers can give examples of learning experiences that develop the IB learner profile. Classroom observations show examples of how the IB learner profile is developed. Unit planners indicate specific IB learner profile attributes that are focused on for each unit of inquiry.
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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
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	Assessments are designed to inform practice. Unit planners, classroom observation and conversations with teachers and students indicate a balance of formative and summative assessment. Assessment strategies allow all students to demonstrate the extent of their understanding. When necessary, individual needs are accommodated and/or alternative assessment is administered.
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Practice 1a

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

Findings of the Team	Unit planners include assessment tasks that are specific to what is being taught and allow student learning to be continually supported. Summative assessment links to the central idea.
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Practice 1b

Assessment addresses all the essential elements of the programme.

Finding of the Team	Teachers are able to provide examples of ways they address the essential elements of the programme through assessments.
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Practice 1c

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

Findings of the Team	The PYP coordinator and teachers have collected samples of student work that provide evidence of student learning across the curriculum. Various forms of documentation (e.g. portfolios and report cards) provide evidence of student learning over time across the curriculum.
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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. The policy is based mostly on MYP assessment requirements.</p> <p>Teachers demonstrate some understanding of the philosophy of PYP assessment.</p> <p>The school community, including parents, is not aware of the school's assessment policy.</p> <p>The school community, including parents, does not understand the philosophy of PYP assessment.</p>
Recommendation	<p>The school must ensure understanding of the school's assessment policy and procedures throughout the school community. The school must develop an understanding of PYP assessment requirements and customize it to meet the PYP needs not just MYP needs.</p>
Action plan	<p>School did not include appropriate actions in Action Plan.</p>

Practice 3

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

Findings of the Team	<p>Assessment strategies and tools allow for individual differences.</p> <p>Teachers and students can give examples of a variety of assessment tasks.</p> <p>Displays provide evidence of the variety of assessment strategies and tools employed by teachers.</p>
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Practice 4

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

Findings of the Team	<p>Assessments are designed to allow teachers to give feedback to students and parents.</p> <p>In conversations, students and teachers demonstrate an understanding of formative assessment.</p> <p>The assessment policy does not state how teachers will provide students with feedback to inform and improve their learning.</p> <p>The criteria for success in assessments are not clearly identified for students and teachers.</p>
Recommendation	<p>The school should develop agreements on how to implement assessment feedback.</p>
Action plan	<p>School did not include appropriate actions in Action Plan.</p>

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 do not follow essential agreements for the systematic process of recording student progress.
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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 IB learner profile is used for self- and peer assessment, as the basis for teacher/student/parent conferences, and when reporting to parents.
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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.
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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?"
Commendation	The school has put systems in place to regularly analyze assessment data to inform teaching and learning.

Practice 7a

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

Finding of the Team	Unit planners describe pre-assessments performed for each unit of inquiry.
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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 and peer/self-assessments. Students can show examples of self-assessment strategies.
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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.
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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
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	Requires Further Development