

Evaluation report

IB World Schools Department

Report on the school evaluation



Name of head of school		Mr Ivan Bogantsev											
Name of school		European Gymnasium				IB school code		001454					
Date		30-04-2018				IB programme		PYP/MYP/DP					
Student ages in which all students are engaged in PYP	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	8-9	<input checked="" type="checkbox"/>	9-	<input checked="" type="checkbox"/>	10-	<input type="checkbox"/>	11-
	3-4	4-5	5-6	6-7	7-8		10		11		12		
MYP years offered at the school							<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
							Y1	Y2	Y3	Y4	Y5		

Dear Mr Bogantsev,

Thank you for completing the self-study process for programme evaluation.

The aim of programme evaluation is for the IB to ensure on a regular basis 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. However, it is expected that the school makes a commitment towards meeting all the standards, practices and programme requirements.

The present report is based on the analysis of the self-study questionnaire and supporting documents, together with the findings of the school visit. This report reflects on the self-study submitted by the school, including the process and the conclusions that the school reached.

The report is structured according to the document titled *Programme standards and practices*.

The report includes the following:

- **Feedback on the self-study process:** Analysis of the self-study process carried out by the school.
- **Commendations, recommendations, matters to be addressed (MTBA):** A list of those practices and programme requirements that resulted in commendations, recommendations or matters to be addressed, together with:
 - the commendation, recommendation or matter to be addressed
 - related finding(s)
 - indication of recommendations that are repeated from the previous report (whether from authorization or evaluation)
 - indication of whether the school has already included appropriate actions for the identified recommendations or matters to be addressed in their action plan
 - indication of the evidence to be provided by the school in case of matters to be addressed.
- **Conclusions:** A table of conclusions for each standard. If there are matters to be addressed by the school within the standard, it will require significant attention.

Outcome of the evaluation process of your school

You will find the report related to your school in the pages that follow.

Based on the findings included in the report, the IB has identified the following matter(s) that the school must address. The school is required to upload its response and the requested evidence in IB Docs by **15 November 2018**.

	Practice	Finding	Matter to be addressed The school must ensure that:	Evidence to be provided by the school	Support in IB documentation
B2.6+ 6a	<p>The library/multimedia/resources play a central role in the implementation of the programme(s).</p> <p>a. The library/media centre has enough appropriate materials to support the implementation of the Diploma Programme.</p>	<p>Visits to the school library and conversations with the librarian demonstrated that there is a lack of resources to support independent student research for internal assessments and extended essays. Additionally, the school does not subscribe to online databases. Conversations with the subject teachers and DP students confirmed that the research for internal assessments and extended essays is conducted entirely outside of the school library.</p>	<ul style="list-style-type: none">the library is equipped to offer the DP, and there is a plan to keep on building its inventory.	<ul style="list-style-type: none">Purchase orders for books / online databases to support research for Internal assessment and Extended essay in subjects offered by the school.	<p>Relevant DP subject guides and teacher support materials.</p> <p>Learning stories: An IB educator's story about the role of librarians in multilingual learning communities.</p>

With regard to the recommendations mentioned in the report, the school is expected to incorporate these into their action plan for the new five-year cycle.

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

Yours sincerely



Adrian Kearney

Director, IB World Schools

Process of the school's self-study

	Visiting Team
Timeline: The self-study took place over at least 12 months.	13
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.	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 2	The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.
Findings of the team	The pedagogical leadership, teachers, parents and students expressed they are well informed about the aim and the vision of the programmes. They described how the IB's progressive philosophy is exciting within the local context and how they value progressive thinking of the past while remaining open to future innovation.
Commendations	The school for its open-minded approach when discussing educational challenges and their connection to the school's mission statement and the IB philosophy.
Support in IB Documentation	Making the PYP happen: Pedagogical leadership in a PYP school, p. 2

Practice 3a (PYP Only)	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	Dialogue with single-subject teachers, classroom observations and the review of unit planners indicated there is limited integration of stand-alone subjects into the programme of inquiry. Regular connections between single subjects and the units of inquiry are not made on a consistent basis.
The IB Recommends that	The school revisits its understanding of transdisciplinary learning to allow the delivery of both the disciplinary and transdisciplinary nature of the programme.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	Making the PYP happen: Pedagogical leadership in a PYP school, p. 3

Practice 3a (MYP Only)	The school ensures that all staff, students and parents understand the central importance of the personal project for students in year 5 of the programme (or community project for programmes that end in MYP 3 or 4). (1)
Findings of the team	In conversation with the students, personal project coordinator and teachers it was shown that there is an understanding of the central role of the Personal project.
Commendations	The school for community for the promoting personal project; therefore, its central importance is evident to all groups in the school community.
Support in IB Documentation	MYP: From principles into practice

Practice 5	The school promotes responsible action within and beyond the school community.
Findings of the team (MYP and DP Only)	In conversation with the teachers, parents and students it was evident that adequate structure is in place to promote responsible action across the MYP and DP programmes. This is further supported by the well-organized structure and the strategies implemented by the school, driven by the Service as Action coordinator in the MYP and the CAS coordinator in the DP. It was evident that this practice is in place in the PYP.
Commendations	The school for articulating a high level of understanding and engagement related to students taking responsible action in the MYP and DP.
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, pp. 25–27 Making the PYP happen: Pedagogical leadership in a PYP school, p. 10

Practice 7	The school places importance on language learning, including mother tongue, host country language and other languages.
Findings of the team	The school supports the learning of multiple languages throughout the programmes in ways including: <ul style="list-style-type: none"> • The language of instruction in the PYP is the host country language, Russian, in the MYP it is Russian or English, and in the DP it is English. • English is offered as an additional language in every grade throughout the school. • Chinese is offered as a second additional language from first through fourth grade for students in the linguistic stream. • From third grade, all students choose a second additional language from multiple languages offered. • The library provides some resources for mother tongue development for students whose first language is not Russian.
Commendations	The school for its commitment to fostering the development of languages throughout the programmes including Russian, English and multiple options for a second additional language.
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, pp. 75–89 Language scope and sequence Guidelines for developing a school language policy

Conclusion of the IB

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

Standard A		
The school's educational beliefs and values reflect IB philosophy.		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	<ul style="list-style-type: none"> Shows satisfactory development (PYP/MYP/DP) 	<ul style="list-style-type: none"> 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 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	While it was evident that this practice is in place in the PYP and MYP, in the DP there have been several coordinators since the last programme evaluation. The school listed the revision of the DP coordinator's job description in its action plan.
The IB Recommends that	The school reviews the roles and responsibilities of the DP coordinator to ensure sustainable pedagogical leadership further supports the development of the programme at the school.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	Making the PYP happen: Pedagogical leadership in a PYP school, pp. 5–18

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, MYP and DP coordinators indicated limited time is available for the coordinators to carry out the responsibilities of their roles. In addition to programme coordination:</p> <ul style="list-style-type: none"> • the PYP coordinator is the Primary School Principal and has a temporary teaching load of four periods per week. • the MYP coordinator has a teaching load of 21 periods per week and is a homeroom teacher. • the DP coordinator has a teaching load of 14 periods per week, is a homeroom teacher, is the Extended Essay coordinator and is the university guidance counsellor.
The IB Recommends that	The school reviews time allocated for the program coordinators to carry out the responsibilities of their positions.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	Yes
Support in IB Documentation	Making the PYP happen: Pedagogical leadership in a PYP school, pp. 5–18

Practice 5a (DP Only)	The school has an admissions policy that clarifies conditions for admission to the school and the Diploma Programme.
Findings of the team	Review of the school documentation and the school website demonstrate that the school has a published comprehensive admissions policy that clearly states conditions of entry into the Diploma Programme. Conversations with the students confirmed there is a clear understanding of how the admissions process is organized.
Commendations	The school for developing and implementing a comprehensive admissions policy.
Support in IB Documentation	<p>“Student selection process” in The Diploma Programme: From principles into practice, (2015)</p> <p>“Access” and “Building an accessible programme” in The Diploma Programme: From principles into practice, (2015)</p>

Practice 5c (MYP Only)	The school has developed and implements an assessment policy that is consistent with IB expectations.
Findings of the team	Through the review of the documentation and conversation with the MYP coordinator it was evident that the content of the assessment policy does not align with the requirements of the MYP regarding assessment, specifically in reference to achievement boundaries and conversion of grading. It was evident that this practice was in place in the PYP and DP.
The IB Recommends that	The school adjusts the assessment policy to fully align with the MYP assessment expectations.
Recommendation repeated from previous report	No
School included	No

appropriate action in Action Plan	
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, p. 54

Practice 5c (DP Only)	The school develops and implements an inclusion/special educational needs policy that is consistent with IB expectations and with the school's admissions policy.
Findings of the team	There was limited evidence that the special educational needs policy and practices are in alignment in the DP. Conversations with teachers, coordinators and parents indicated a limited awareness of the school's special needs provisions or the availability of special arrangements procedures for DP students.
Recommendations	The school reviews its provision of support for special educational needs throughout the programmes.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	<p>"Learning diversity and inclusion" in Diploma Programme: From principles into practice (2015)</p> <p>Current Handbook of procedures for the Diploma Programme.</p> <p>Support areas in the OCC.</p> <p>Learning diversity in the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes.</p> <p>Candidates with assessment access requirements.</p> <p>Meeting student learning diversity in the classroom.</p> <p>Learning stories: A learning story about inclusive education, global engagement and schools working together to create a better world.</p> <p>Learning stories: Developing policies, procedures and practices to meet student learning diversity.</p> <p>Learning stories: "An International Baccalaureate education for all".</p>

Practice 7	The school carries out programme evaluation involving all stakeholders.
Findings of the team	Teachers, teaching assistants and pedagogical leaders participated in the self-study process by joining a committee and completing a section of the questionnaire. Input from the parents and students were not gathered for the self-study process.
The IB Recommends that	The school develops strategies to ensure meaningful involvement of all stakeholders during programme evaluations.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No

Conclusion of the IB

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

Standard B1		
The school's leadership and administrative structures ensure the implementation of the IB programme(s).		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	<ul style="list-style-type: none"> Requires further development (PYP/DP) Shows Satisfactory development (MYP) 	<ul style="list-style-type: none"> Shows satisfactory development

Section B: Organization

Standard B2: Resources and support

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

Practice 3+3a (PYP Only)	The school ensures that teachers and administrators receive IB-recognized professional development. a. The school complies with the IB professional development requirement for the Primary Years Programme at authorization and at evaluation.
Findings of the team	In addition to complying with the IB professional development requirements at the time of programme evaluation, the school provided IB professional development for the teacher assistants. The pedagogical leaders and teacher assistants described that this training was highly valuable and helped the assistants further develop their understanding of the programme philosophy and practices.
Commendations	The school for providing professional development for staff beyond the requirements of the program.
Support in IB Documentation	Guide to school authorization: Primary Years Programme

Practice 5	The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).
Findings of the team	In 2012 the school moved to new premises. The leadership continues to renovate the physical learning environment to support teaching and learning. Teachers and students described how careful consideration has been put into the development of large and small spaces to support positive student interactions.
Commendations	The school for allocating funding to the facilities to enhance the learners' experiences in a variety of spaces around the school.

Practice 5+5a+5b+5c (DP Only)	The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s). a. The laboratories and studios needed for group 4 and group 6 subjects provide safe and effective learning environments. b. There are appropriate information technology facilities to support the implementation of the programme. c. The school provides a secure location for the storage of examination papers and examination stationery with controlled access restricted to senior staff.
Findings of the team	In 2012 the school moved to new premises. The leadership continues to renovate the physical learning environment to support teaching and learning. Teachers and students described how careful consideration has been put into the development of large and small spaces to support positive student interactions.
Commendations	The school for allocating funding to the facilities to enhance the learners' experiences in a variety of spaces around the school.
Support in IB Documentation	Relevant DP subject guides and teacher support materials. Current Handbook of procedures for the Diploma Programme.

Practice 6+6a (DP Only)	The library/multimedia/resources play a central role in the implementation of the programme(s). a. The library/media centre has enough appropriate materials to support the implementation of the Diploma Programme.
Findings of the team	Visits to the school library and conversations with the librarian demonstrated that there is a lack of resources to support independent student research for internal assessments and extended essays. Additionally, the school does not subscribe to online databases. Conversations with the subject teachers and DP students confirmed that the research for internal assessments and extended essays is conducted entirely outside of the school library.
Matters to be addressed The school must ensure that:	<ul style="list-style-type: none"> the library is equipped to offer the DP, and there is a plan to keep on building its inventory.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	Relevant DP subject guides and teacher support materials. Learning stories: An IB educator's story about the role of librarians in multilingual learning communities.

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	There was limited evidence that the special educational needs policy and practices are in alignment in the MYP and DP. Conversations with teachers, coordinators and parents indicated a limited awareness of the school's special needs provisions or the availability of special arrangements procedures for DP students. The school has identified this as an area for further developed in the PYP.
The IB Recommends that	The school reviews its provision of support for special educational needs throughout the programmes.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	Yes
Support in IB Documentation	Making the PYP happen: Pedagogical leadership in a PYP school, p. 11

Practice 9+9a (DP Only)	The school has systems in place to guide and counsel students through the programme(s). a. The school provides guidance to students on post-secondary educational options/counsellor.
Findings of the team	Conversations with the DP coordinator and the students indicated that guidance in post-secondary educational options is provided to some students on demand, while others do their own research or employ the services of independent companies.
Recommendations	The school ensures that appropriate support from a career counsellor is provided to all DP students.
Support in IB Documentation	"Counsellor" in The Diploma Programme: From principles into practice (2015)

Conclusion of the IB

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

Standard B2		
The school's resources and support structures ensure the implementation of the IB programme(s).		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> • The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	<ul style="list-style-type: none"> • Requires further development (PYP) • Shows satisfactory development (MYP and DP) 	<ul style="list-style-type: none"> • Shows satisfactory development • Requires significant attention (DP)

Section C: Curriculum (programme specific)

PRIMARY YEARS PROGRAMME

Standard C1: Collaborative planning

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

Practice 1+1b+1c	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	Homeroom and single subject teachers contribute to unit planners to document transdisciplinary teaching and learning through the units of inquiry. Single subject and homeroom teachers described how they are beginning to use the unit planner and planning process to plan for, reflect on and document stand-alone units but that this practice is not used across the curriculum and by all teachers.
The IB Recommends that	The school extends the use of the PYP planner and planning processes across the curriculum.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, p. 41 Developing a transdisciplinary programme of inquiry, pp. 6–11

Practice 4b	The school ensures that Primary Years Programme planners are coherent records of student learning.
Findings of the team	Homeroom teachers in the kindergarten and elementary schools loop with or follow their students. As such, homeroom teachers teach new units of inquiry each year. They described how the previous year's unit planners are consistently coherent records of student learning that support their understanding and development of units. Furthermore, teachers described how there are agreed processes for writing unit planners that reflect the unique learning experiences of each year group.
Commendations	The school for creating systems to develop unit planners that are coherent records of student learning.
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, pp. 33–42

Conclusion of the IB

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

Standard C1		
Collaborative planning and reflection supports the implementation of the IB programme(s).		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	<ul style="list-style-type: none"> Shows satisfactory development 	<ul style="list-style-type: none"> Shows satisfactory development

Section C: Curriculum

Standard C2: Written curriculum

The school's written curriculum reflects IB philosophy.

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	In the school's action plan and in conversations with teachers, the school identified how it has plans to review its scope and sequence documents to ensure the overall expectations of student achievement are developmentally appropriate and aligned with those expressed in the PYP scope and sequence documents.
The IB Recommends that	The school reviews its scope and sequence documents to ensure the overall expectations of student achievement are developmentally appropriate and aligned with those expressed in the PYP scope and sequence documents.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	Yes
Support in IB Documentation	Subject-specific scope and sequence documents

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 coordinator and teachers described a process for an annual review and refinement of the programme of inquiry. Teachers also described their participation in meetings where they reviewed and developed subject-specific scope and sequences; however, they noted there is no system for the regular review and refinement of the scope and sequence documents or individual units of inquiry.
The IB Recommends that	The school develops a collaborative system for the regular review and refinement of individual units of inquiry and subject-specific scope and sequences.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	Developing a transdisciplinary programme of inquiry, p. 10

Practice 11	The written curriculum fosters development of the IB learner profile attributes.
Findings of the team	The unit planners consistently included learning experiences that foster the development of the IB learner profile attributes. Furthermore, reflections on unit planners included descriptions of how the units support the development of the attributes. Parents and teachers described how there is regular formal and informal communication about the development of the attributes which supports student learning.
Commendations	The school for implementing practices to document the development of the learner profile attributes through the written curriculum.
Support in IB Documentation	IB learner profile booklet

Conclusion of the IB

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

Standard C2		
The school's written curriculum reflects IB philosophy.		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	<ul style="list-style-type: none"> Requires further development 	<ul style="list-style-type: none"> Shows satisfactory development

Section C: Curriculum

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	Teachers described how each of the essential elements are considered when developing units; however, some teachers expressed confusion regarding their understanding of concept-based learning and action in the PYP. This was also evident in the review of the unit planners.
The IB Recommends that	The school develops teachers' understanding of the teaching and learning practices that align with the requirements of the programme.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, pp. 8, 28–30

Practice 1c	The school ensures that personal and social education is the responsibility of all teachers.
Findings of the team	The pedagogical leadership team, teachers and teaching assistant described how they, in their various roles, support the students' personal and social education. The psychologists described how they actively work with the teachers and students to recognize, promote and reflect on the IB learner profile attributes to support the children's development of identify, interactions and active living. Additionally, the visiting team observed multiple interactions where respect and care was evident in the dialogue between the adults and children.
Commendations	The school for implementing multiple practices that promote the students' social and emotional development and well-being.

Practice 6	Teaching and learning addresses human commonality, diversity and multiple perspectives.
Findings of the team	In the self-study and in conversations, teachers described how they vary in their practice and understanding of how to optimize the learning opportunities that could address concepts relating to human commonality, diversity and multiple perspectives. While teachers expressed the value of this practice, they described how this is an area of teaching and learning they would like to develop further across the curriculum and by all teachers.
The IB Recommends that	The school develops learning experiences that support the understanding of human commonality, diversity, multiple perspectives and open-mindedness.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	Yes

Practice 10	Teaching and learning differentiates instruction to meet students' learning needs and styles.
Findings of the team	Classroom observations showed some evidence of differentiated instruction to meet students' learning needs and styles. While teachers stated they regularly differentiate instruction in multiple ways, most examples observed and described referred to differentiation by content.
The IB Recommends that	Teachers continue to develop their understanding of how to differentiate instruction to meet students' learning needs and styles.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No

Practice 10a	The school provides for grouping and regrouping of students for a variety of learning purposes.
Findings of the team	Classroom observations and dialogue with the teachers evidenced different ways of grouping and regrouping students for varied purposes. Students demonstrated confidence when working individually, with a partner and in groups and transitioned smoothly between the groupings within lessons.
Commendations	The teachers for employing a range of strategies to group and regroup students throughout lessons and for various purposes.

Practice 14b	Teaching and learning empowers students to take self-initiated action as a result of the learning.
Findings of the team	Some teachers and parents described ways in which students were empowered to take self-initiated action; however, this practice was not evidenced pervasively throughout the school. In the self-study, teachers described how there were some misunderstandings about action and that it is a challenging aspect of teaching and learning. Teachers expressed interest in developing learner agency and creating more opportunities to support student-initiated action.
The IB Recommends that	The school develops ways to promote and document self-initiated action.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	Yes
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, p. 25

Conclusion of the IB

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

Standard C3		
Teaching and learning reflects IB philosophy.		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	<ul style="list-style-type: none"> Requires further development 	<ul style="list-style-type: none"> Shows satisfactory development

Section C: Curriculum

Standard C4: Assessment

Assessment at the school reflects IB assessment philosophy.

Practice 6a	Student learning and development related to all attributes of the IB learner profile are assessed and reported.
Findings of the team	Classroom observations and dialogue with teachers evidenced that students regularly engage in formal and informal self-assessment of the IB learner profile attributes throughout the programme. The team observed informal assessments that were interactive and visible in classroom displays and also in formative assessments. Formally, the school developed the "Student's Learner Profile Self-Assessment" which is sent home biannually with the progress reports.
Commendations	The school for developing multiple ways for students to self-assessment and report on their development of the learner profile attributes.

Practice 7	The school analyses assessment data to inform teaching and learning.
Findings of the team	Teachers commented that they sometimes collaboratively discuss student pre- and formative assessment data when planning lessons but that systems are not yet in place to collect and analyse evidence of student learning to inform planning and reflection.
The IB Recommends that	The school develops strategies to collect and analyse evidence of student learning to inform collaborative planning and reflection.
Recommendation repeated from	No

previous report	
School included appropriate action in Action Plan	Yes

Practice 8	The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
Findings of the team	Students described how they regularly self-assess, peer-assess and reflect on their learning. This was evidenced in work samples viewed during the visit. Teachers throughout the school expressed they value these assessment practices and are committed to developing assessment-capable learners.
Commendations	The school for its commitment to develop assessment-capable learners by creating regular opportunities for students to participate in and reflect on the assessment of their learning across the programme.

Conclusion of the IB

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

Standard C4		
Assessment at the school reflects IB assessment philosophy.		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	<ul style="list-style-type: none"> Requires significant attention 	<ul style="list-style-type: none"> Shows satisfactory development

MIDDLE YEARS PROGRAMME

Section C: Curriculum

Standard C1: Collaborative planning

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

Practice 1+1a+1b	Collaborative planning and reflection addresses the requirements of the programme(s). a. The school has an approach to curriculum planning that involves all MYP teachers. b. Collaborative planning and reflection facilitates interdisciplinary learning to strengthen cross-curricular skills and the deepening of disciplinary understanding.
Findings of the team	During conversations with the visiting team, not all teachers were able to explain how an interdisciplinary approach is taking place. Units are heavily influenced by the local curriculum specific subject content.
Recommendations	The school ensures that interdisciplinary unit plans: ° are developed collaboratively according to the MYP unit planning process ° strengthen cross-curricular skills and deepen disciplinary understanding.
Recommendation repeated from previous report	Yes
School included appropriate action in Action Plan	Yes
Support in IB Documentation	MYP: From principles into practice

Practice 4	Collaborative planning and reflection ensures that all teachers have an overview of students' learning experiences.
Findings of the team	In conversation with teachers and the ATL leader it was demonstrated that there is no clear connection between the planning process and the student's learning experiences. Not all teachers could explain the overview of the subject they teach and explain the relationships between their subject and others. Unit plans show little connection between ATL skills that manifest in a subject and the level of complexity at which these skills are used.
Recommendations	The school develops collaborative planning and reflection to ensure that all teachers have an overview of students' learning experiences.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	Yes
Support in IB Documentation	MYP: From principles into practice

Practice 8	Collaborative planning and reflection recognizes that all teachers are responsible for language development of students.
Findings of the team	Conversation with teachers showed that the responsibility of language development is clearly recognized as an essential component of student's development across the subjects. Teachers could give examples of how their joint responsibility for language learning has influenced collaborative planning and reflection.
Commendations	The school for developing strategies to include teachers' responsibility for student language development into collaborative planning and reflection.

Support in IB Documentation	Learning in a language other than mother tongue in IB programmes
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Practice 9	Collaborative planning and reflection addresses the IB learner profile attributes.
Findings of the team	Through the review of the documentation it was not evident that teachers planned and reflected in addressing the IB Learner profile attributes. Whilst some teachers showed an understanding on the process of learning and guide students to become confident, independent, self-managed learner. I
Recommendations	The school develops structures that allow teachers to systematically plan and reflect the development of the learner profile attributes collaboratively. .
Support in IB Documentation	MYP: From principles into practice

Conclusion of the IB

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

Standard C1		
Collaborative planning and reflection supports the implementation of the IB programme(s).		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	<ul style="list-style-type: none"> Shows satisfactory development 	<ul style="list-style-type: none"> Shows satisfactory development

Section C: Curriculum

Standard C2: Written curriculum

The school's written curriculum reflects IB philosophy.

Practice 1f	There is a system for the regular review of individual unit plans and of the planning of approaches to learning skills.
Findings of the team	Conversations with teachers demonstrated that there is inconsistent practice in the review of individual unit plans and of the planning of approaches to learning skills. Documentation revealed that the necessary systems for the regular review of the written curriculum, including unit plans and the planning of ATLS, is not in place.
Recommendations	The school puts in place systems to support the regular review of the curriculum and continued alignment of the programme
Recommendation repeated from previous report	Yes
School included appropriate action in Action Plan	Yes
Support in IB Documentation	MYP: From principles into practice

Practice 3	The written curriculum builds on students' previous learning experiences.
Findings of the team	In conversations with teachers it was evident that not all teachers are able to point to examples of differentiation in the written curriculum where students' previous learning experiences are taken into account. In some cases, differentiation is focused on skills but not knowledge.
Recommendations	The school develops its teacher's understandings on how differentiation is addressed in planning.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	Yes
Support in IB Documentation	MYP: From principles into practice

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	Through the review of the documentation it was evident that the written curriculum does not articulate meaningful opportunities for student service as action. Teachers could not demonstrate how the school's expectations for service involvement are rooted in the written curriculum.
Recommendations	The school explores ways to allow for meaningful opportunities for student service as action to arise from the written curriculum in each year of the programme.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	Yes

Support in IB Documentation	MYP: From principles into practice
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Practice 5a	The curriculum provides sufficient opportunities for students to meet the learning outcomes for service in every year of the programme.
Findings of the team	Through conversations with teachers and students and review of the documentation it was demonstrated that the school is not yet aligning expectations for students' participation in service with the MYP learning outcomes for service within the framework of unit plans.
Recommendations	The school develops a plan to ensure that opportunities for student involvement in and reflection on service are aligned with the MYP learning outcomes for service.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	Yes
Support in IB Documentation	MYP: From principles into practice

Practice 7	The written curriculum promotes students' awareness of individual, local, national and world issues.
Findings of the team	Teachers could explain how unit plans included learning experiences that promote students' awareness of local, national and world issues. From observing the classes and analysing the school's documentation it was proven that the written curriculum is focused on the local, national and world issues such as globalization, human right, ecological sustainability, etc.
Commendations	The school for incorporating the world issues and topics in their written curriculum to promote international-mindedness and cultural diversity.
Support in IB Documentation	MYP: From principles into practice

Conclusion of the IB

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

Standard C2		
The school's written curriculum reflects IB philosophy.		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	<ul style="list-style-type: none"> Shows satisfactory development 	<ul style="list-style-type: none"> Shows satisfactory development

Section C: Curriculum

Standard C3: Teaching and learning

Teaching and learning reflects IB philosophy.

Practice 1a	Teaching and learning at the school uses global contexts as contexts for inquiry.
Findings of the team	Through visiting lessons in a range of subjects and grade levels it became evident that there is limited understanding of the use of global contexts as contexts for inquiry. Review of the sample units showed that subject teachers do not identify a clear understanding of the global contexts. Teachers and students were able to give only a few examples of learning experiences that use global contexts for inquiry-based learning.
Recommendations	The school ensures that subject teachers have a clear conceptual understanding of the purpose of the global contexts to strengthen further development of their comprehension and purpose of the global contexts for inquiry-based learning.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	MYP: From principles into practice

Practice 3	Teaching and learning builds on what students know and can do.
Findings of the team	Classroom observations show examples of how teachers build on what students know and can do. Teachers were seen encouraging students to ask questions and look for answers and to apply their new-found knowledge to problem solve and build on their skills and knowledge.
Commendations	The school for encouraging students of the value and importance of current knowledge as a platform for further learning.
Support in IB Documentation	MYP: From principles into practice

Practice 5	Teaching and learning supports students to become actively responsible for their own learning.
Findings of the team	Teachers and students could give examples of learning experiences where students were encouraged to be actively responsible for their own learning. Teachers and students share responsibility for the classroom climate. Students have been taught to examine, and how to improve, their own learning. Teachers vary the level of guidance they give students, offering more independence. There is an emotionally secure learning environment in which students feel fry to try new tasks.
Commendations	The school for empowering students to be actively responsibility of their own learning.
Support in IB Documentation	MYP: From principles into practice

Practice 8	Teaching and learning demonstrates that all teachers are responsible for language development of students.
Findings of the team	After conversations with all subject departments it was evident that language development of students was being implemented across all departments. Teachers could give examples of how they have supported language development of students within their lessons. The linguistic profile of the school provides a range of opportunities related to teaching and learning.

Commendations	The school for recognizing and emphasizing the importance of language development and learning of new languages within the programme.
Support in IB Documentation	Learning in a language other than mother tongue in IB programmes

Practice 11	Teaching and learning incorporates a range of resources, including information technologies.
Findings of the team	In conversations with teachers it was demonstrated that there was limited use of a variety of resources in teaching and learning within the programme. Classroom observations conveyed that students were not encouraged to use a range of electronic devices to assist inquiry-based learning.
Recommendations	The school incorporates modern devices to enhance teaching and learning experiences.
Recommendation repeated from previous report	Yes
School included appropriate action in Action Plan	Yes
Support in IB Documentation	MYP: From principles into practice

Practice 13	Teaching and learning engages students in reflecting on how, what and why they are learning.
Findings of the team	Conversation with students and teachers, the review of samples of assessed student work, the personal project journal, reflections on service involvement and arts development workbooks demonstrated student reflection on their learning. Students could give examples of reflection on their learning.
Commendations	The school for engaging students in reflecting on how, what and why they are learning.
Support in IB Documentation	MYP: From principles into practice

Practice 14	Teaching and learning fosters a stimulating learning environment based on understanding and respect.
Findings of the team	Attitudes of understanding and respect were observed in interactions between teachers and students, both inside and outside the classroom. It was revealed that students draw from their teachers' disposition to form their own attitude which eventually influences their learning.
Commendations	The school for building a stimulating and positive atmosphere based on understanding and respect throughout the school community, a homely atmosphere contributes to students' engagement and well-being.
Support in IB Documentation	MYP: From principles into practice

Conclusion of the IB

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

Standard C3		
Teaching and learning reflects IB philosophy.		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	<ul style="list-style-type: none"> Shows satisfactory development 	<ul style="list-style-type: none"> Shows satisfactory development

Section C: Curriculum

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	Conversations with teachers showed that the use of the prescribed assessment criteria for each year of the programme is inconsistent. The purpose of assessment was not fully understood by the teaching community as to give students the opportunity to show what they have learned, rather than identifying what they have not learned.
Recommendations	The school aligns assessment practices to MYP expectations.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	MYP: From principles into practice

Practice 1b	Teachers standardize their understanding and application of criteria before deciding on achievement levels.
Findings of the team	Conversations with teachers demonstrated the need for a unified approach of the application of the MYP assessment criteria. Teachers do not engage systematically in the standardization of assessment of student work. The review of assessed student work, a common understanding of the application of the MYP assessment criteria was not evident.
Recommendations	The school ensures that eachers in each subject group have a common understanding of the MYP assessment criteria and the determination of achievement levels.
Recommendation repeated from previous report	Yes

School included appropriate action in Action Plan	Yes
Support in IB Documentation	MYP: From principles into practice

Practice 3	The school uses a range of strategies and tools to assess student learning.
Findings of the team	After review of the documentation and conversation with the subject teachers it was evidenced that samples of assessed student work did not indicate a variety of assessment tasks.
Recommendations	The school ensures that teachers design open-ended tasks according to the needs of the subject and further develop a range of strategies and tools to assess the student learning.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	MYP: From principles into practice

Practice 4	The school provides students with feedback to inform and improve their learning.
Findings of the team	After the review of the samples of assessed student's works it was clear that constructive feedback is given to students on a regular basis. Samples of student work show formative assessment comments that guide student learning. Students are supported in their learning, conversations with teachers indicated formative assessment was understood and applied across subject groups.
Commendations	The school for providing regular constructive feedback to students on their learning. The school develops procedures to enhance feedback to students to inform and improve their learning.
Support in IB Documentation	MYP: From principles into practice

Practice 8	The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
Findings of the team	After review of the documentation it was visible that assessed student works include analysis, problem solving and reflections. Samples of assessed student work contain student reflections and peer/self-assessments.
Commendations	The school for providing opportunities for students to participate in, and reflect on, the assessment of their work.
Support in IB Documentation	MYP: From principles into practice

Practice 9	The school has systems in place to ensure that all students can demonstrate a consolidation of their learning through the completion the PYP exhibition, the MYP personal project (or community project for programmes that end in MYP year 3 or 4), the DP extended essay and the IBCC reflective project, depending on the programme(s) offered. (3)
Findings of the team	The school has developed comprehensive guidance to teachers, students and parents for the processes involved in doing the Personal Project successfully. It has achieved this through

	written documentation and oral presentations, summaries of which are displayed within the school.
Commendations	The Personal Project Coordinator and MYP team for setting out to students and teachers a concise guide to the successful completion of the Personal Project.
Support in IB Documentation	MYP: From principles into practice

Conclusion of the IB

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

Standard C4		
Assessment at the school reflects IB assessment philosophy.		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> The school has not taken into consideration or not provided information on some IB recommendations from the previous evaluation process or from authorization.
Conclusion	<ul style="list-style-type: none"> Shows satisfactory development 	<ul style="list-style-type: none"> Shows satisfactory development

DIPLOMA PROGRAMME

Section C: Curriculum

Standard C1: Collaborative planning

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

Practice 1+1a+1b	Collaborative planning and reflection addresses the requirements of the programme(s). a. Collaborative planning and reflection includes the integration of theory of knowledge in each subject. b. Collaborative planning and reflection explores connections and relations between subjects and reinforces knowledge, understanding and skills shared by the different disciplines.
Findings of the team	Conversations with the DP Coordinator and subject teachers indicate that there is very limited collaboration across the subjects and between the subjects and the core. Most of the meetings that take place are informal and happen during breaks. The DP coordinator and CAS coordinator mentioned that there are plans to establish a more frequent meeting schedule.
Recommendations	The school ensures regular meetings within and across subject groups and across subject groups and the core, to explore connections and relations between the subjects.
Recommendation repeated from previous report	Yes
School included appropriate action in Action Plan	Yes
Support in IB Documentation	"Collaborative planning" and "Concurrency of Learning" in The Diploma Programme: From principles into practice (2015)

Practice 2	Collaborative planning and reflection takes place regularly and systematically.
Findings of the team	Conversations with the DP Coordinator reveal that regular team meetings happen once a term as part of whole school staff meetings, and the DP Coordinator has limited control over the agenda.
Recommendations	The school establishes a schedule for regular meetings of the DP team.
Recommendation repeated from previous report	Yes
School included appropriate action in Action Plan	Yes

Conclusion of the IB

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

Standard C1		
Collaborative planning and reflection supports the implementation of the IB programme(s).		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> The school has not taken into consideration or not provided information on the majority of IB recommendations from the previous evaluation process or from authorization.
Conclusion	Requires further development	<ul style="list-style-type: none"> Shows satisfactory development

Section C: Curriculum

Standard C2: Written curriculum

The school's written curriculum reflects IB philosophy.

Practice 1+1a+1b+1c+1d	<p>The written curriculum is comprehensive and aligns with the requirements of the programme(s).</p> <p>a. The curriculum fulfills the aims and objectives of each subject group and the core.</p> <p>b. The curriculum facilitates concurrency of learning.</p> <p>c. The curriculum is balanced so that students are provided with a reasonable choice of subjects.</p> <p>d. The school develops its own courses of study for each subject on offer and for theory of knowledge.</p>
Findings of the team	<p>Review of the documents provided by the school and conversations with the DP staff and students demonstrate that there is a generous offer of subjects in groups 2 and 4: Currently the school offers English, German, Spanish and French in group 2 but depending on the needs of student the school has also offered Russian B. In group 4 the school currently offers ESS, Biology, Physics and Chemistry.</p> <p>The school has also accommodated for the needs of an Italian-speaking student and hired a teacher for Italian A.</p>
Commendations	<p>The school has worked hard to make available subjects requested by Diploma programme students each year.</p>
Recommendation repeated from	No

previous report	
School included appropriate action in Action Plan	No
Support in IB Documentation	<p>“Programme structures (scheduling)”, “Unit planning”, and “Planning a Diploma Programme course” in The Diploma Programme: From principles into practice, (2015)</p> <p>DP subject guides</p> <p>Creativity, activity, service guide</p> <p>Theory of knowledge guide</p> <p>Extended essay guide</p>

Practice 2	The written curriculum is available to the school community.
Findings of the team	Conversations with all stakeholders indicate that the written curriculum is available to the school community on demand through direct contact with the DP Coordinator.
Recommendations	The school makes sure that the written curriculum is freely available to teachers and parents.
Support in IB Documentation	<p>DP subject guides</p> <p>Creativity, activity, service guide</p> <p>Theory of knowledge guide</p> <p>Extended essay guide</p>

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	Review of school documentation demonstrated that all subject outlines are informed by the current subject guides. However, conversations with subject teachers indicate only some of them have started writing unit planners for their subjects. Review of the action plan shows that there is an intention to complete all unit planners in all subjects by September 2018.
Recommendations	The school carries out its intention to write unit planners in all subjects in order to stay in line with current IB practices and makes further use of IB publications such as Approaches to teaching and learning website.
School included appropriate action in Action Plan	Yes
Support in IB Documentation	Current Coordinator’s notes to be aware of DP courses’ review cycle.

Conclusion of the IB

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

Standard C2		
The school's written curriculum reflects IB philosophy.		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> • The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	<ul style="list-style-type: none"> • Requires further development 	<ul style="list-style-type: none"> • Shows satisfactory development

Section C: Curriculum

Standard C3: Teaching and learning

Teaching and learning reflects IB philosophy.

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	<p>Conversations with subject teachers and the DP Coordinator revealed that student language needs are addressed in a variety of ways:</p> <ul style="list-style-type: none"> • the school has two teachers of Russian as a second language to teach students who are non-native speakers of Russian; • in Group 2 there is a variety of language courses offered at all levels; • teachers adapt their teaching styles depending on the language proficiency of the group (an example include adjustments in Russian/English ratio of teaching in subject classes for an exchange student from Denmark); • the school accommodates for Group 1 language requirements of students (examples include hiring an Italian A1 teacher for a girl whose first language is Italian); • the school library tries to acquire resources to support mother tongue development of students.
Commendations	The school for going to a great length to address the diversity student of language needs.
Support in IB Documentation	<p>"Teaching and learning in the IB" in What is an IB education? (2015)</p> <p>"Approaches to teaching and learning in the Diploma Programme" in The Diploma Programme: From principles to practice (2015)</p> <p>"Inquiry-based learning" in The Diploma Programme: From principles to practice (2015)</p>

	<p>“Conceptual understanding” in The Diploma Programme: From principles to practice (2015)</p> <p>“Teaching and learning in context” in The Diploma Programme: From principles to practice (2015)</p> <p>“Teaching focused on effective teamwork and collaboration” in The Diploma Programme: From principles to practice (2015)</p> <p>“Differentiated learning” in The Diploma Programme: From principles to practice (2015)</p>
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Practice 8	Teaching and learning demonstrates that all teachers are responsible for language development of students.
Findings of the team	Conversations with subject teachers reveal that all teachers are committed to language development of students. Subject teachers in Groups 1, 3 and 4 demonstrated impressive proficiency in English language; the recommendation from the previous evaluation cycle regarding subject teachers' command of the English language is fully met.
Commendations	The school and particularly subject teachers for recognizing their role in language development of students and demonstrate an impressive command of English language.
Support in IB Documentation	<p>“Teaching and learning in the IB” in What is an IB education? (2015)</p> <p>“Approaches to teaching and learning in the Diploma Programme” in The Diploma Programme: From principles to practice (2015)</p> <p>“Inquiry-based learning” in The Diploma Programme: From principles to practice (2015)</p> <p>“Conceptual understanding” in The Diploma Programme: From principles to practice (2015)</p> <p>“Teaching and learning in context” in The Diploma Programme: From principles to practice (2015)</p> <p>“Teaching focused on effective teamwork and collaboration” in The Diploma Programme: From principles to practice (2015)</p> <p>“Differentiated learning” in The Diploma Programme: From principles to practice (2015)</p>

Practice 16	<p>Teaching and learning develops the IB learner profile attributes.</p> <p>Check coherence with practice C2.11</p>
Findings of the team	Class observations, discussions with teachers and conversations with students indicated a very limited explicit teaching of the IB learner profile. Even though learner profile attributes are displayed on the walls of the school classrooms and corridors, students had difficulties interpreting their meaning. Subject teachers did not refer to learner profile attributes in the classes the team observed; in the interviews subjects teachers rarely came up with examples of how development of IB learner profile attributes in interwoven into their classroom practices.
Recommendations	The school further develop learning experiences to enhance the development of the IB learner profile attributes.
Support in IB Documentation	<p>“Teaching and learning in the IB” in What is an IB education? (2015)</p> <p>“Approaches to teaching and learning in the Diploma Programme” in The Diploma Programme: From principles to practice (2015)</p> <p>“Inquiry-based learning” in The Diploma Programme: From principles to practice (2015)</p>

	<p>“Conceptual understanding” in The Diploma Programme: From principles to practice (2015)</p> <p>“Teaching and learning in context” in The Diploma Programme: From principles to practice (2015)</p> <p>“Teaching focused on effective teamwork and collaboration” in The Diploma Programme: From principles to practice (2015)</p> <p>“Differentiated learning” in The Diploma Programme: From principles to practice (2015)</p>
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Conclusion of the IB

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

Standard C3		
Teaching and learning reflects IB philosophy.		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> The school has not taken into consideration or not provided information on some IB recommendations from the previous evaluation process or from authorization.
Conclusion	<ul style="list-style-type: none"> Shows satisfactory development 	<ul style="list-style-type: none"> Shows satisfactory development

Section C: Curriculum

Standard C4: Assessment

Assessment at the school reflects IB assessment philosophy.

Practice 3	The school uses a range of strategies and tools to assess student learning.
Findings of the team	Interviews with subject teachers and class observations demonstrated that a variety of assessment strategies and tools are used. Subject teachers demonstrated effective use of criterion-referenced assessment; the team observed instances of self-assessment and peer assessment integrated in classroom practices. It became evident from both observations and conversations with teachers that apart from assessment of learning teachers practice assessment for learning and assessment as learning.
Commendations	The school for employing a variety of assessment tools and techniques to enhance student learning.

Practice 6	The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).
Findings of the team	Conversations with the DP coordinator, subject teachers and students revealed that the school uses an e-register for reporting regular assessment, Google docs to assemble term report cards and ManageBac to produce IA forms in Group 1 and write and assess CAS reflections. Some subject teachers have plans to further explore the functionality of ManageBac.
Commendations	The school for having systems in place for regular reporting of student progress.

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	Following the recommendation from the previous evaluation cycle, the school has developed a document outlining the guidelines for the extended essay, describing the roles and responsibilities of students and supervisors, naming the assessment criteria and listing the key deadlines. However, the document does not provide guidance on choosing appropriate topic for the extended essay and working with sources and does not contain links to DP policies. Students choose extended essays in different subjects; there is an explicit rule that a teacher should not supervise more than 3 extended essay students per year. Conversations with DP Coordinator, subject teachers and students indicate that subject teachers provide guidance on citing and referencing as well as source evaluation and help students to acquire the resources needed for their extended essay research.
Recommendations	The school further works on developing an extended essay handbook that will provide written guidance on the process of writing the extended essay and refer students to school policies, especially Academic Honesty policy.
Recommendation repeated from previous report	YES
School included appropriate action in Action Plan	NO
Support in IB Documentation	Extended essay guide

Conclusion of the IB

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

Standard C4		
Assessment at the school reflects IB assessment philosophy.		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none">• The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	<ul style="list-style-type: none">• Shows satisfactory development	<ul style="list-style-type: none">• Shows satisfactory development