HIMLAM
International School
Bac Ninh

ACTION PLAN 2022 – 2023

Focus: K1 – Gr. 5

IB STANDARD	OBJECTIVE	SUCCESS INDICATOR	POSSIBLE ACTIONS	RESPONSIBILITY	BUDGET	DATE
SECTION A: PHILOSOPHY						
A1 The school's published statements of mission and philosophy align with those of the IB	Visible school mission statement to inform learning community	A published and aligned school mission statement	Publish aligned school mission statement on Toddle and website	Leadership team Administrative team Marketing team	Printing cost for banners	August 2022 Revise June 2023
A2	To increase the	Ongoing review of	Bi-Weekly teacher	PYP Coordinator	Training cost	Bi-Weekly

Commented [1]: Feedback from the whole team during orientation

IB STANDARD	OBJECTIVE	SUCCESS INDICATOR	POSSIBLE ACTIONS	RESPONSIBILITY	BUDGET	DATE
The governing body, administrative and pedagogical leadership and staff demonstrate understanding of the IB philosophy	overall knowledge of and skills during the alignment of the schools curriculum with the IB philosophy	the curriculum with vertical and horizontal alignment for transdisciplinary units across grade levels	and PYP Coordinator meetings Documents from curriculum meetings Documents from planning meetings Certificates from internal/external training	and Curriculum Coordinator		meetings and quarter reviews Completion for the 2022-2023 academic year May 2023
A3 The school community demonstrates an understanding of, and commitment to, the programme(s)	Understanding and involvement of the learning community in the program	Parents and learning community demonstrate knowledge of IB Philosophy	Parent workshops Coffee mornings Parent open day	School leadership PYP Coordinator Teachers	Coffee morning refreshments	Parent workshops 1 per Term Coffee mornings weekly August 2022 - June 2023 Parent open day 6 August
A3 (a) The values of the PYP as indicated in the curriculum documents have an explicit impact	IB values informs decision making and function in school	Values of IB PYP lead decisions made regarding curriculum and function	School website to include IB values Brochure with IB mission statements &	Administration IB Coordinator Staff School leadership	None	August 2022 June 2023

IB STANDARD	OBJECTIVE	SUCCESS INDICATOR	POSSIBLE ACTIONS	RESPONSIBILITY	BUDGET	DATE
on decision-making and functioning of the school			values (English and Vietnamese)			
A3 (b) The school as a community of learners is committed to a collaborative approach to curriculum development	Commitment to collaboration on development and revision of curriculum	School community understand the importance of collaboration on curriculum development	Curriculum alignment discussions IB Training for all teachers Sharing of IB teaching and learning strategies Professional development on inquiry Staff orientation	Administration Teaching staff	Cost of training	August 2022
A3 (c) The school is committed to a constructivist, inquiry-based approach to teaching and learning that	Create an environment where critical thinking is encouraged through inquiry based teaching and learning. Promote inquiry	The learning community will gain knowledge with inquiry-based teaching and learning.	Inquiry-based learning Collaboration approach to curriculum development	Administration IB Coordinator Learning community	None	August 2022

IB STANDARD	OBJECTIVE	SUCCESS INDICATOR	POSSIBLE ACTIONS	RESPONSIBILITY	BUDGET	DATE
promotes inquiry and the development of critical-thinking skills		and development of critical thinking skills	Transdisciplinary learning Using the IB Lens to make decisions Teachers teaching teachers End of unit celebrations Peer observation			
A3 (d) The school is committed to the PYP as the framework for all planning, teaching and learning across the curriculum	The PYP framework forms the base of a learning community that embraces their knowledge through planning, teaching and learning	Learning community will demonstrate knowledge of the PYP framework through their planning, teaching, and learning.	Certified IB training Collaborative planning Using Toddle effectively Inquiry based learning Transdisciplinary Vertical and horizontal alignment	Administration PYP Coordinator Learning community	Cost of training	August 2022

IB STANDARD	OBJECTIVE	SUCCESS INDICATOR	POSSIBLE ACTIONS	RESPONSIBILITY	BUDGET	DATE
A3 (e) The school demonstrates a commitment to transdisciplinary learning	Administration and the learning community demonstrates understanding and knowledge about transdisciplinary learning	Increased confidence and knowledge among staff Increased level of evidence on unit planners to show transdisciplinary learning	Staff workshop on transdisciplinary units Sustain development on understanding of transdisciplinary units Collaborative planning between class teachers, specialist teachers and PYP Coordinator (PLC meetings)	PYP coordinator All staff	Professional development budget	2 times per school year August 2022 May 2023 Ongoing
A4 The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community	Inclusion of the 4 pillars of the learning community in promoting the attributes of the learner profile	Responsible actions by the learning community using the Learner profile attributes Recognition of students and staff regularly using the attributes	International day Book character day Student and teacher recognition International Literacy Day	Parents Students Teachers Community	None	August 2022 January 2023 June 2023 Sept 2022
A5	The learning	Clothing drive	Parents are	Parents	None	August 2022

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The school promotes responsible action within and beyond the school community	community participates in community awareness programmes	Chess club Cancer awareness walk	included in school events The school has a cooperative relationships with community and other educational institutions School community participates in local community events	Stakeholders Community		January 2023 June 2023
A6 The school promotes open communication based on understanding and respect	Parents and stakeholders communicate effectively with understanding and respect	Parent teacher meetings Newsletters Information and resources available on Toddle and School website Coffee mornings	Training to staff on effective communication with school community members Parent workshops on effective communication with parents Create a FAQ section on the school website to	Parents Stakeholders	Cost of printing	September 2022 December 2022 March 2023 May 2023

IB STANDARD	OBJECTIVE	SUCCESS INDICATOR	POSSIBLE ACTIONS	RESPONSIBILITY	BUDGET	DATE
			assist in parent understanding of essential elements of the PYP			
A7 The school places importance on language learning, including mother tongue, host country language and other languages	Improvement of English levels and inclusion of Home language	ESL support to students Parent reading days English as primary language of instruction English classes for staff and parents Teachers day Family sports day	Inclusion of parent involvement during Reading month Integrated program	Parents Teachers Students Leadership team	None	October 2022 January 2023 April 2023
A7 (a) The school makes provision for students to learn a language, in addition to the	Addition of extra Extra language as requested by the Learning community	Chinese language curriculum Assessment (formative/summative) outcomes	Chinese language from Grade 1 - 5	Chinese teacher Parents Leadership team	Textbooks	August 2022 - June 2023

Commented [3]: Celebrating International Day

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language of instruction, at least from the age of seven. Schools with two languages of instruction are not required to offer an additional language						
A7 (b) The school supports mother tongue and host country language learnings	Value of Vietnamese as mother tongue and host country language	Inclusion of MOET requirements in the schedule to provide Vietnamese language lessons to all VN students	Integrated program covering MOET curriculum as well as additional VN language during International class schedule	MOET Parents Teachers Leadership team	Textbooks VN Teachers	August 2022 - June 2023
A8 The school participates in the IB world community	The learning community demonstrate the ability to navigate through IB resources	Learning community is informed on all IB documentation	IB Training for staff My IB access for all staff Coordinator meetings Professional	Learning community	Cost of training	August 2022-June 2023

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			development on Inquiry and learner profiles			
A9 The school supports access for students to the IB programme(s) and philosophy	The school curriculum shows that we use a student-centered approach to education.	Curriculum guides, units plans, POI, Scope & Sequences reflects inquiry based learning Students enrolled (international) in the PYP programme will have access to the IB program & philosophy throughout all lessons and UOI	Collaborative planning sessions with coordinators and teachers Curriculum guides to support teaching and learning	PYP Coordinator Curriculum Coordinator Teachers Leadership team	Cost of training	August 2022-June 2023
A9 (a) The school implements the PYP as an inclusive programme for all students		records indicate that all students are inclusive to the PYP programme.	All students enrolled on the international programme will be included in the inclusive program. Take part in ECA Take part in	Learning Community		Aug 2022-June 2023

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			specialist subjects (Arts, PE, STEM, ESL). Track attendance and progress in class			

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SECTION B: ORGANIZATION						
B1: LEADERSHIP AND STRUCTURE						
B1.1 The school has developed systems to keep the governing body informed about the ongoing implementation and development of the	Governing body is established Governing body is up to date with all programmes at school	Meeting agendas Presentations Newsletters	Management meetings Board meetings	Governing body School Director PYP Coordinator Leadership team	None	Aug 2022-June 2023

IB STANDARD	OBJECTIVE	SUCCESS INDICATOR	POSSIBLE ACTIONS	RESPONSIBILITY	BUDGET	DATE
programme(s)						
B1.2 The school has developed a governance and leadership structure that supports the implementation of the programme(s)	School Organizational Chart Put an IB Coordinator in place	School Organizational Chart PYP Coordinator in place and active in supporting the IB PYP Programme	School Organizational Chart PYP Coordinator in place	School Director HR Services	Annual salary and benefits	August 2023
B1.2 (a) The responsibility for pedagogical leadership within the school is a shared responsibility, including at least the PYP coordinator and the primary school principal	Leadership team includes a PYP Coordinator and School Director	The pedagogical team includes: PYP Coordinator, Curriculum Coordinator, PYP Teachers, school Director	Minutes from meetings School documents / curriculum guides/planners Training sessions for team	School Director	None	August 2023
B1.2 (b) The governing body places the responsibility for the	Leadership team includes a PYP Coordinator and School Director	Continuous growth and change in the PYP Program	Employ and retain qualified and experienced PYP teachers	School Board School Director Principal PYP Coordinator	None	August 2023

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implementation of the PYP on the pedagogical leadership team						
B1.3 The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s)	Ongoing training of leadership team	Completion of PD training: Making PYP Happen	Book training Complete the weekly modules and implement strategies Making PYP Happen Training Training completed	School Director Principal PYP Coordinator	Training Cost	August 2022 - June 2023
B1.4 The school has appointed a programme coordinator with a job description, release time, support and resources to carry out the responsibilities of the position.	Ensure all teachers and Teaching assistants to gain knowledge on implementation of the PYP Program	Regular teacher meetings to discuss implementation Formal observation of teachers and feedback Professional development sessions	Support teachers and teaching assistants to implement the curriculum effectively	PYP Coordinator	PD Budget	Weekly August 2022 - June 2023

IB STANDARD	OBJECTIVE	SUCCESS INDICATOR	POSSIBLE ACTIONS	RESPONSIBILITY	BUDGET	DATE
B1.5 The school develops and implements policies and procedures that support the programme(s)	Language and assessment policies implemented	Policies completed and implemented	Complete and implement policies	Leadership team All staff	None	August 2022
B1.5 (a) The school has developed and implements a language policy consistent with IB expectations	Implementation of the language policy	Developed and implemented language policy that is consistent with IB framework	Complete and implement language policy	Leadership team All staff	None	August 2022 Revision June 2023
B1.5 (b) The school has developed and implements an assessment policy that is consistent with IB expectations	Implementation of the assessment policy	Developed and implemented assessment policy that is consistent with IB Framework	Complete and implement assessment policy	Leadership team All staff	None	August 2022 Revision June 2023
B1.6 The school has systems in place for the continuity and ongoing	Develop a supportive system that include all staff	Staff are knowledgeable and active during planning and training	Orientation for all staff Professional development plan	School Director IB Coordinator	Cost of training	August 2022 PD's 4 times a year

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development of the programme(s)			Professional learning communities			PLC meetings weekly
B1.7 The school carries out programme evaluation involving all stakeholders	Include stakeholders in evaluation of the IB PYP Programme	Stakeholders are informed and knowledgeable about the PYP Programme	Coffee mornings Parent conferences Parent open days and workshops	School Director Marketing Leadership team PYP Coordinator	Cost of refreshments	August 2022 - June 2023
B2: RESOURCES AND SUPPORT						
B2.1 The governing body allocates funding for the implementation and ongoing development of the programme(s)	School budget includes the necessary funds to support the IB programme	Adequate materials in classrooms used by teams Materials meets the needs of students and are diverse	Purchase appropriate materials for learning purposes	Leadership team	IB application fees Candidacy fees Annual membership Resources and material	2022-2023
B2.2 The school provides qualified staff to	All school staff are trained on IB PYP and have enough knowledge to	An inclusive model where all students are supported in their	Qualified and certified teachers employed	Leadership team All staff	IB training fee	2022-2023

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implement the programme(s)	implement the IB Programme	development. Student learning shows growth in the English language All staff trained on IB PYP	Co teachers employed to support teachers in the teaching process Provide ESL support to students in all levels	PYP Coordinator		
B2.3 The school ensures that teachers and administrators receive IB-recognised professional development	All school staff are trained on IB PYP and have enough knowledge to implement the IB Programme	All teachers and staff are certified in required IB workshops	Register all teachers and administrative personal for IB recognised workshops	Teachers Administrative staff	IB training fee	May 2022 June 2023
B2.3 (a) The school complies with the IB professional development requirement for the PYP at authorization and at evaluation	All school staff are trained on IB PYP	The PYP Coordinator has all certificates to proof training on IB PYP	All teachers take and finish the required IB workshop and provide certification	PYP Coordinator Teachers	None	March 2022 - August 2022

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B2.4 The school provides dedicated time for teachers' collaborative planning and reflection	Schedules provide ample time for teacher collaboration, planning and reflections	Teachers provide documentation that proofs collaboration, planning and reflections as a team	Daily collaboration meetings Weekly planning meetings Monthly PLC reflection meetings	PYP Coordinator Leadership team Teachers	None	August 2022 - June 2023
B2.5 The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s)	A well supported environment to optimize teaching and learning	Environments support teaching and learning	Well stocked classrooms with IT equipment, student and teacher supplies. Playgrounds that are age appropriate. Facilities adjusted to be age appropriate with age appropriate furniture. Ongoing quality assurance and revision of areas	Leadership team PYP Coordinator Teachers Quality assurance Manager	Material budget	August 2022 - June 2023
B2.6 The	Accessible resources to meet	Students and teachers have	Resources shared of School Drive	PYP Coordinator	Internet access	August 2022 - June 2023

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library/multimedia/resources play a central role in the implementation of the programme(s)	the expectations of the IB programme	adequate access to resources	Teacher and student access to internet resources Classroom IT equipment (Computer, overhead projectors, internet access)	IT Manager		
B2.7 The school ensures access to information on global issues and diverse perspectives	Accessible resources to meet the expectations of the IB programme	Students and teachers have adequate access to resources	Resources shared of School Drive Teacher and student access to internet resources Evaluation of resources Teacher input on resources that is needed	PYP Coordinator IT Manager Quality assurance manager	Internet access	August 2022 - June 2023
B2.8 The school provides support	Support given to students and teachers on	Students with additional needs are provided with	IEP plans for all SEN and ESL students	ESL Teacher SEN Teacher	Salaries and benefits for ESL and SEN teacher	August 2022 - June 2023

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for its students with learning and/or special educational needs and supports their teachers	learning and/or special educational needs.	Individual education plans Teachers are supported to address issues in the classroom	Training and support for teachers involving collaboration on lesson plans and pull-out sessions.	Teachers School Director PYP Coordinator		
B2.9 The school has systems in place to guide and counsel students through the programme(s)	School counselor appointed	Students receive adequate counseling as part of guidance	Counselor evaluate needs of students and/or families Counselor report findings to School Director	School Director Counselor	Salary and benefits	August 2022 - June 2023
B2.10 The student schedule or timetable allows for the requirements of the programme(s) to be met	Schedules provide for ample time to do in-dept study and collaboration	Students schedule meets the expectation of the IB Programme	Review process to determine if the schedule is effective	School Director Leadership team PYP Coordinator	None	August 2022 - June 2023
B2.10 (a) The schedule or timetable allows for in-depth inquiry into the	Schedules provide for ample time to do in-dept study and collaboration	Students schedule meets the expectation of the IB Programme	Review process to determine if the schedule is effective	School Director Leadership team PYP Coordinator	None	August 2022 - June 2023

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transdisciplinary and disciplinary dimensions of the curriculum						
B2.11 The school utilizes the resources and expertise of the community to enhance learning within the programme(s)	The use of local resources support the learning community in the IB Programme	List of local resources for use by teachers in the learning programme	Identify possible local resources that can be used in the learning programme Quality assurance visits to ensure safety of students	School Director Quality assurance manager PYP Coordinator Teachers Parents	Transport for visiting sites	August 2022 January 2023 June 2023
B2.12 The school allocates resources to implement the PYP exhibition	Funding of the PYP exhibition	Funds are allocated for resources of the PYP exhibition	Allocation of funds for teacher training and resources	School Director PYP Coordinator Leadership team	Budget under Approved Capex and Opex for teacher training and resources	August 2023

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SECTION C: CURRICULUM						
C1 Collaborative planning						
C1.1 Collaborative planning and reflection address the requirements of the programme(s)	Consistent planning sessions regarding teaching, learning, and assessment	Consistent planning practices	Review of planning Apply changes	Teachers		Termly July 2022 to June 2023
C1.1 (a) The programme of inquiry and all corresponding unit planners are the product of sustained collaborative work involving all the appropriate staff		Connecting lines of inquiry to Scope & Sequence, and ATL The clear focus of learning engagements Planning reflects the use of a growth mindset	Use reference of IB standards during the planning of units - Provide opportunities for students to co-construct Incorporate Global citizenship drivers and quality into core values	Teachers		Monthly teachers meetings Aug 2022 to June 2023
C1.1 (b) Planning at the school makes use of the PYP planner and planning process across the curriculum by all teachers		PYP planners include specialist contributions Teachers show their inquiry	Specialist teachers are encouraged to view their discipline from the point of view of the inquiry stance	PYP Coordinator Teachers		Weekly Aug 2022 to June 2023

Commented [5]: Have daily, short meetings as to not be overwhelmed with the amount of information. Some planning that have been implemented need time to get traction so we have correct data to work off of.

Commented [4]: Annebelle

Commented [6]: Allow for a certain degree of mistakes or veering off to take place so as to not be so narrowed in. Keep in mind that gauging student's interest and incorporating their voice in the curriculum/lesson planning happens over a period of time.

Commented [7]: Working with specialists teachers to implement the skills and understanding learned in class into specialty projects (i.e. concert, puppet show) to further their understanding.

Commented [8]: fun invitation and/or provocation ideas that keeps students' interest.

Commented [10]: KWL boards, formative assessments; student weekly reviews to see their interest in what they are learning.

Commented [9]: Each teacher must have a pastoral care program

Commented [11]: Involve class with a charitable foundation that links into the current PYP theme (i.e. Sharing the planet - Project Ocean Clean Up)

Commented [12]: Specialist teachers included in the big board planning and class school events (i.e. Grade 4 class assembly)

Commented [14]: Specialist must find links within their scope and sequence to the inquiry units of the classroom teacher, in each grade.

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		process in their teaching document	Ensure all teachers use the PYP planner during collaborative planning sessions - Weekly			
C1.1 (c) Planning at the school addresses all the essential elements to strengthen the transdisciplinary nature of the programme.		All teachers participating in professional development POI completed, including subject focus and related concepts	Provide Professional Development - Making the PYP Happen to all staff Subject focus and related concepts included in the POI	Leadership team Teachers		Weekly May -June 2022
C1.2 Collaborative planning and reflection take place regularly and systematically		Increased interactions between subject and specialist teachers on units. Increased cross-grade level collaboration Increased use of teacher strengths and capabilities	Teacher calendar that provides specific time for: - Review of plans - Grade level planning - Collaborative planning with specialist teachers			Aug 2022 Start during Aug 2022 Orientation

Commented [13]: From knowledge harvest to exit point, students' learning journey is evidenced by their course work showcased within the classroom.

Commented [15]: Continuous professional development should be a personal responsibility (monthly) thing and teachers should be motivated to share at PD meetings.

Commented [17]: Participating in this again, would be beneficial especially in helping my co-teacher.

Commented [16]: POI k3-g4 completed

Commented [18]: Big board planning; inclusion of specialists in exit points/student show cases

Commented [20]: Internal termly calendar that includes smaller grade level meetings and planning sessions.

Commented [19]: Especially towards the end of the year when students are moving up grades, [i.e. g2 & g3] connecting to discuss the abilities of those students. Also to see breadth of subject matter (i.e. heavy science during Sharing the Planet) so that next year the same group of students could have more of say, social impact under the same theme.

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		throughout the school	- Cross grade-level collaboration - Professional development sessions make use of the strengths and experiences of teachers Sharing of "What is working", "What is not working" during meetings Introduction of expectations of evidencing across grade level collaboration			
C1.3 Collaborative planning and reflection address vertical and horizontal articulation		Ensure vertical and horizontal articulation of the curriculum is developed collaboratively and regularly	Develop a process of leading and monitoring the articulation of the programme through collaborative planning			

Commented [21]: Part of Teacher teaching teachers PD days. Also inclusive of classroom behavioral management.

Commented [22]: Teacher standards and evidence of student learning must be made visible.

Commented [23]: Within the school timeline

IB STANDARD	OBJECTIVE	SUCCESS INDICATOR	POSSIBLE ACTIONS	RESPONSIBILITY	BUDGET	DATE
			(PLC's, Teachers meetings)			
C1.3 (a) There is a systematic approach to integration of the subject-specific scope and sequences and the programme of inquiry		Ensure all staff have access to curriculum documents	All documents are accessible	Principal, PYP coordinator, all staff		July 2022
		Provide Toddle training to input: - S&S information - Vocabulary lists - Process skills - Stand-alone planners for mathematics & language - Single subject stand-alone planners and	All information is accessible on Toddle	PYP coordinator, ICT coach		May -June 2022 June 2nd 2023

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		reflections				
C1.3 (b) The school ensures balance and articulation between the transdisciplinary programme of inquiry and any additional single-subject teaching		Electronic copy of minutes available on the shared drive	Keep a record of all collaborative planning sessions (Toddle)	PYP Coordinator All teachers		July 2022-June 2023
		Planners, Term overviews available in the shared drive	All planning (PYP planners, term overviews, etc.) to reflect learning experiences from all curriculum areas			Sept 2022
		Consistency in the classroom displays	Classroom displays to reflect Transdisciplinary nature of the programme			
C1.4 Collaborative planning and reflection ensure that all teachers have an overview of students' learning experiences		Procedures and expectations of single subject teachers in regards to: - Connection statements in the learning experienc	An essential agreement is written, reinforced and expectations met	Leadership team		June 2022

Commented [25]: Switch to Toddle

Commented [27]: Big board planning sheets; interdisciplinary work in physical form will have canned/photographed copy on gsuites school drive

Commented [26]: School wide template & agenda for meeting minutes

Commented [28]: Student learning journey must be visible.

Commented [29]: Students should come up with a class motto (for each class) that reflects PYP learning characteristics.

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		es section of the planner - Unit reflection input - Time frame for completing the planner				
C1.4 (a) The school provides for easy access to completed PYP planners		Ensure planning documents are completed on time and accessible to all teachers	All planners are archived in due time and saved in the shared drive	PYP Coordinator Teachers		July 2022
C1.4 (b) The school ensures that PYP planners are coherent records of student learning		Student assessment data	Regular reflection on planners and changes made according to student interests and ability	Teachers		September 2022 January 2023 April 2023 June 2023
C1.5 Collaborative planning and reflection is based on agreed expectations for student learning.		Access to a learning support database School data goals that are accessible	A learning support database is being devised so that information is accessible by all staff	PYP Coordinator SEN Coordinator Teachers		June 2022 Aug 2022

Commented [30]: Accordingly with the timeline

Commented [31]: Teacher reflections & running class records

Commented [34]: IDP for students with SEN coordinator's help

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		and shared with all All staff are aware of student needs and a coherent record of all learning across curriculum areas are clearly documented using the IB PYP planner	Professional development – Differentiation and goal setting to include school goals, class goals and individual goals Teachers model and share best practice within their areas			Nov 4th 2022
C1.6 Collaborative planning and reflection incorporate differentiation for students' learning needs and styles		Include differentiation strategies in the planners Make differentiation more visible in daily planning	Strategies are explicit in the learning experiences section of the planner Daily planning follows essential agreements			May 2023 - ongoing throughout the school year.
C1.7 Collaborative planning and reflection are informed by assessment of student work and learning		Documentation of students formative assessments in the form of Photo documentation	Use formative assessments to guide instructional planning	Teachers PYP Coordinator Leadership team		Termly according to school calendar

Commented [33]: Differentiation should be attainable and appropriate per students' needs

Commented [32]: Classroom teacher's beginning-of-year assessment must be shared with specialists.

Commented [36]: Students should have variances in teacher's conveyance of information (i.e. visually, audible)

Commented [35]: Projects/workflow/transdisciplinary subject matter on display

Commented [38]: Student agency; simply put, are they enjoying what's being taught? Level of engagement?

Commented [37]: Documentation in form of student reviews, photos, student feedback on their graded work, to name a few.

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C1.8 Collaborative planning and reflection recognize that all teachers are responsible for language development of students		PYP Planners Data collection Formative & summative assessments	Consistent language use by teachers during lessons. Include glossary of PYP terminology/common language to resources folder on shared drive Language instruction integrated in unit of inquiry or organized in stand alone language lessons	Teachers		July 2022 - June 2023
C1.9 Collaborative planning and reflection address the IB learner profile attributes		PYP Planners	Planning shows reflection on the Learner profile.	All teachers		Monthly Aug 2022 - June 2023
C 2 Written Curriculum						
C2.1 The written curriculum is comprehensive and aligns with the requirements of the programme(s)	The six Transdisciplinary themes are aligned	Published document – Curriculum Review Cycle 2022-2027 Published document –	Documented curriculum review cycle for the next 5 years. Beginning with reviewing Scope and Sequence	Curriculum review teams (members to be determined) Leadership team		June 2022

Commented [39]: Faria

Commented [40]: Activities should also allow for learner profile to be exercised with variations and differences of activities

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		written subject specific scope and sequence/POI	Staff divided into teams to update and/or develop subject specific Scope and Sequence.			
C2.1 (a) The programme of inquiry consists of six units of inquiry – one for each transdisciplinary theme – at each year/grade level, with the exceptions of students who are 3-5 years, where the requirements are at least four units at each year/grade level, two of which must be under "Who we are" and "How we express ourselves"	Use of transdisciplinary units. Training of teachers - Teachers teaching teachers - Leadership led PD's	Scope and sequence documents showing transdisciplinary units Minutes of review meetings showing changes and collaboration on transdisciplinary units	Grade level meetings to discuss Units to be used for the year. Regular review meetings to see how units can be changed to be more engaging (What is working/What is not working) Training of teachers on the use of transdisciplinary units	All teachers PYP Coordinator		April 2022 Weekly planning meetings Aug 2022 - June 2023 Aug 2022
C2.1 (b) The school ensures that there is a coherent, horizontally and	POI aligns with the program of inquiry	A written document outlining a two-year review process of POI	Minutes of staff meetings taken to show discussion of horizontal and vertical alignment	PYP Coordinator Teachers		Feb 2022 to June 2023

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vertically articulated programme of inquiry		and the collaboration and review utilization of information	Changes are made to the units of inquiry Weekly planning clearly shows S&S integration in units			
C2.1 (c) The PYP exhibition is one of the six transdisciplinary units of enquiry in the final year of the programme	Plan and implement the PYP exhibition	PYP Exhibition at end of school year attended by School community	Introduction of the PYP exhibition to students Training of teachers on their role during the exhibition	Students Teachers		Feb 24th
C2.1 (d) There is documented evidence that the curriculum development addresses the five essential elements of the PYP	The school takes steps to re-examine and take the appropriate action to ensure that its curriculum is developed in such a way that it meets the needs of all stakeholders, identifies the essential elements to be taught at the time, is	Planning indicates how the 5 elements are addressed through planned learning experiences Review of Units of inquiry to ensure age and developmentally appropriate	Planning meetings between teachers and PYP Coordinator Review of programme by School leadership team	PYP Coordinator All Teachers		Aug 2022 - June 2023

Commented [41]: After class collaboration and assessment of students' skill level

Commented [42]: Exit points after each unit

IB STANDARD	OBJECTIVE	SUCCESS INDICATOR	POSSIBLE ACTIONS	RESPONSIBILITY	BUDGET	DATE
	rigorous according to age and stage, and encourages students to become aware of individual, local, national and global issues.	Teachers utilize resources to engage and develop awareness in students of individual, local, national and global issues.	Teachers Unit plans and lesson plans reflect the use of resources that are age appropriate and include all essential elements.			
	Student inquiry and development of critical thinking skills are promoted across all areas of the curriculum	- Learning centers using critical thinking tools - Samples of student reflections - Learning activities that incorporate critical thinking tools - Student-initiated action PYP planners	Revisit critical thinking tools. Teachers explore ways students can take action as a result of their inquiry Teachers reflect on current teaching practices and the development of inquiry-based learning to ensure students are provided with sufficient opportunities to develop critical thinking skills through learning	PYP Coordinator Whole staff		Teachers meetings Aug 2022 - June 2023

Commented [43]: International mindedness tie-in through local charitable causes to deepen L.O.'s of the unit

Commented [44]: Expansion of the classroom - field trips, outside classes, collaboration with other grades/teachers

Commented [45]: Students to take up a cause that ties in with their unit (i.e. - creating craftworks out of recycled materials and holding a school flea market to sell them. Then taking the funds to buy or sponsor trees to be planted in arid areas to promote ecosystems).

IB STANDARD	OBJECTIVE	SUCCESS INDICATOR	POSSIBLE ACTIONS	RESPONSIBILITY	BUDGET	DATE
			experiences across all curriculum areas			
C2.2 The written curriculum is available to the school community	School community is aware of the curriculum of the school	Published documents on website Brochures to parents Displays in hallways Published on Toddle	Publish scope & sequence on school website Display in hallways Brochures of transdisciplinary units overview	PYP Coordinator Leadership team		July 2022
C2.3 The written curriculum builds on students' previous learning experiences	The school develops ways to build the curriculum on students' previous learning experiences	Completed planners show formative assessments in stage 1 of the planner Planners include reflections on how they used students prior knowledge Meeting minutes include a record of completed and checked planners	- Documented proof of pre-tests determining student's prior knowledge - Documentation showing how teachers have built	Teachers		Ongoing from Aug 2022 - June 2023

Commented [46]: and keep up with evidence collecting

Commented [47]: PTA/PTO is aware of curriculum development; classroom teachers have parent representatives

Commented [48]: Knowledge harvesting

IB STANDARD	OBJECTIVE	SUCCESS INDICATOR	POSSIBLE ACTIONS	RESPONSIBILITY	BUDGET	DATE
		to show that areas has been addressed	on student's previous learning - Planners include evidence that recommendations are being addressed			
C2.4 The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time	All stakeholders are aware of the written curriculum and how they can access it	- Electronic copies of all documents on the shared drive - Documents posted on the school website - Printed curriculum documents available - Documents shared on Toddle	Scope and sequence for each subject area clearly identify: - Conceptual understanding - Knowledge, skills, and attitudes to be developed over time Ensure all documents are available:	PYP Coordinator Leadership team		July 2022

IB STANDARD	OBJECTIVE	SUCCESS INDICATOR	POSSIBLE ACTIONS	RESPONSIBILITY	BUDGET	DATE
			- On the school's website - In the PYP Coordinator office			
C2.4 (a) The school has scope and sequence documents that indicate the development of conceptual understanding, knowledge and skills for each PYP subject area	Review of programme of inquiry: - Direct connection between transdisciplinary theme, central idea, inquiry points and teacher questions - Ensure age-appropriate units of inquiry which is engaging,	Store all S&S documents in one place Clarify definition and usage of S&S Refine essential agreements regarding daily/weekly planning PD schedule Reflection on Professional development Individual staff reflection journals which also includes PD development notes	Scope & sequence are accessible on the shared drive Teachers use the same language and are consistent in how to integrate subject scope and sequences in unit planning Essential agreement in place accessible and followed Professional development: - Concept-based learning	School Director Leadership team Teachers PYP Coordinator		Termly June 2022 - June 2023 August 2022

IB STANDARD	OBJECTIVE	SUCCESS INDICATOR	POSSIBLE ACTIONS	RESPONSIBILITY	BUDGET	DATE
	significant, relevant, and challenging - Continuous exploration of the transdisciplinary nature of the units of inquiry		- Transdisciplinary learning			
C2.4 (b) The overall expectations of student achievement in the school's scope and sequence documents are aligned with those expressed in the PYP Scope and sequence documents	PYP planners inform~~planners to inform~~ the whole school community about teaching and learning in each subject area and phases. PYP Unit plans including ATLs, key concepts, and related concepts for all subject groups; scope and	Completed curriculum meets expectations Scope and sequences will indicate progression of skills to be developed over time.	Review and reflect on written curriculum to ensure it meets the expectations of IB	Teachers PYP Coordinator Leadership team		May 2022 -2023 Reflection will continue throughout the year.

Commented [50]: Class level in line with PYP coordinator's expectations

IB STANDARD	OBJECTIVE	SUCCESS INDICATOR	POSSIBLE ACTIONS	RESPONSIBILITY	BUDGET	DATE
	sequence will align with PYP with evidence of the above.					
C2.5 The written curriculum allows for meaningful student action in responses to students' own needs and the needs of others	The written curriculum provides opportunities for student learning that is significant, relevant, engaging and challenging.	Completed PYP planners that show evidence of meaningful student actions. Develop students' voice: through questionnaires, focus groups or interviews about programmes.	Review PYP planners

Review student portfolios to monitor the range of opportunities that are provided to students

Evidence & reviews of pupil voice

Teachers can demonstrate how the school's expectations for service involvement are rooted in the curriculum | Teachers PYP Coordinator Leadership team | | June 2022 - June 2023 |
| C2.6 The written curriculum incorporates relevant | Teachers can explain how unit planners incorporate relevant | Unit planners Student portfolios | Review of unit planners PLC sessions and discussions | PYP Coordinator Teachers Leadership team | | June 2022 - June 2023 |

Commented [51]: Evidence of students' opinions and agency present to show that they have input in their learning

Commented [52]: Students' right to different pathways of learning

IB STANDARD	OBJECTIVE	SUCCESS INDICATOR	POSSIBLE ACTIONS	RESPONSIBILITY	BUDGET	DATE
experiences for students	experiences for students.		classroom observations (formal and informal)			
C2.6 (a) The written curriculum provides opportunities for student learning that is significant, relevant, engaging, and challenging	Review of written curriculum ensures opportunities for student learning that is significant, relevant, engaging, and challenging	Published scope & sequence documents to include examples of activities Peer to peer observation schedule	- Review format of scope & sequence to include examples of learning experiences - Planners clearly document opportunities provided for inquiry. - Peer-to-peer observation made available to observe other teachers - Mentoring of teachers	All staff		June 2022/23
C2.7 (a)	Unit planners and curriculum to	Unit planners	Review of curriculum in the	All teachers Leadership		June 2022/23

Commented [53]: Class observations; lesson reviews; student show case feedbacks

IB STANDARD	OBJECTIVE	SUCCESS INDICATOR	POSSIBLE ACTIONS	RESPONSIBILITY	BUDGET	DATE
The programme of inquiry includes the study of the host or home country, the culture of individual students and the culture of others, including their belief systems.	provide evidence that there is an appropriate reflection of the students' culture and beliefs being taught.	PD sessions timetable that outlines the subject/content of the session(s)	triangulation of: unit planners, student profiles and lesson outcomes Notes/discussions from PD sessions Peer to peer observations Learning walks			
C2.8 The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives.	To ensure teaching staff understands how to provide opportunities for students to reflect.	Programme of inquiry curriculum documents curriculum map unit plans which Displays feedback on work (open ended questions to challenge students).	Evidence of the focus given to developing the learner profile attributes is found in the programme of inquiry, curriculum documents, and curriculum map. Evidence of displays and samples of student work to include examples of open-ended	Teachers Leadership PYP coordinator		June 2022/23

Commented [54]: star and a wish; written weekly student reflection sheets; class recap & allow time for students to share their ideas; opportunities for students to become class leaders and teach others (learning through teaching)

IB STANDARD	OBJECTIVE	SUCCESS INDICATOR	POSSIBLE ACTIONS	RESPONSIBILITY	BUDGET	DATE
			questions that allow for multiple perspectives. Documentation of learning engagements to show examples of ways in which students have inquired into topics on human commonality, diversity, and multiple perspectives.			
C2.9 The written curriculum is informed by current IB publications and is reviewed regularly to incorporate developments in the programme(s)	Policy development to ensure new developments in programme are incorporated	Published review cycle document Update review cycle to be published every year to share with Executive committee	Document for Curriculum review cycle for the next 5 years. Starting with Language scope and sequence Review cycle is updated at end of every year	All Staff		August 2022 Review June 2023
C2.9 (a) There is a system for regular review and refinement of the programme of	System for regular review of the programme of inquiry or other	Write an essential agreement outlining the two-year review process of the POI	Essential agreement in place accessible and followed	All Staff		Termly review: September 2022 January 2023

Commented [55]: On the front door before coming in the class; on the front wall visible to students

IB STANDARD	OBJECTIVE	SUCCESS INDICATOR	POSSIBLE ACTIONS	RESPONSIBILITY	BUDGET	DATE
inquiry, individual units of inquiry, and the subject-specific scope and sequences.	curriculum documents	including the way in which the PYP coordinator collaboratively utilizes the review information Implement a review cycle of all scope and sequences	Scope and sequence documents are updated and accessible in the shared documents folder			April 2023 June 2023
C2.10 The written curriculum integrates the policies developed by the school to support therogram(s)	To maintain up to date with new updates and policies. To ensure that all updates are communicated effectively with all admin and teaching staff.	Relevant IB publications and newsletters will be forwarded on a regular basis School publications, websites, and newsletters will stay current with up to date information and/or any changes from the IBO.	Review documents regularly in: leadership meetings, PD sessions, briefings.	Leadership Teachers		July 2022/23
C2.11 The written curriculum fosters	To support staff in ensuring that there is	Programme of inquiry	Evidence of the focus given to developing the			Aug 2022 - June 2023

Commented [56]: Teacher CPD

IB STANDARD	OBJECTIVE	SUCCESS INDICATOR	POSSIBLE ACTIONS	RESPONSIBILITY	BUDGET	DATE
the development of the IB learner profile attributes	progression in IB learner profile attributes.	curriculum documents curriculum map unit plans Refer to the IB learner profile booklet in PD sessions.	learner profile attributes is found in the programme of inquiry, curriculum documents, and curriculum map.			
C3 Teaching and learning						
C3.1 Teaching and learning aligns with the requirements of the programme(s)	The school ensures that students experience coherent learning in order to clearly express an in-depth understanding of the units of inquiry.	Laminated A4 posters of the Six Facets as a point of reference Samples of students work Samples of reflection journals, photographs, or videos of shared learning Reflections and samples of students works displayed in the staffroom	Professional development: - Six facets of understanding Assessment as learning Identify professional learning goals Share successful practices with clear evidence of how students have been able to articulate their understanding	PYP Coordinator		Aug 2022 Aug 2022

Commented [57]: Evidence in children's work, attitude towards school (love of learning), and in their behavior

Commented [59]: During teacher teach teacher PD's

Commented [58]: Also of student corners - reading/reflection/challenge

IB STANDARD	OBJECTIVE	SUCCESS INDICATOR	POSSIBLE ACTIONS	RESPONSIBILITY	BUDGET	DATE
C3.1 (a) 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.	Whole school PD sessions to involve all staff to ensure consistency	In house PD sessions on the curriculum intent, implementation and impact across all phases	PD sessions and discussions Unit planning observations learning walks learner profiles	All staff		Aug 2022
C3.1 (b) The classroom teacher takes responsibility at least for the language of instruction, mathematics, social studies, and science, to support the PYP model of transdisciplinary teaching and learning.	Teachers taking responsibility for transdisciplinary learning and the instruction thereof	Teachers have a deep understanding of concept related learning tied to the units of inquiry	PLC meetings where collaboration takes place around Concepts, Related concepts and UOI's	Teachers IB Coordinator Leadership team	None	Aug 2022 - June 2023 Monthly

IB STANDARD	OBJECTIVE	SUCCESS INDICATOR	POSSIBLE ACTIONS	RESPONSIBILITY	BUDGET	DATE
C3.1 (c) The school ensures that personal and social education is the responsibility of all teachers		Review PSPE documents from IB annually Build a sustainable service-learning programme with active interaction and relationship building with the community Continue the referral process and support of students with guidance from the learning support team	All staff informed and responsible for teaching PSPE Service learning programme in place Learning support team meets with teachers PD on Progress reports document student development			Aug 2022 Aug 2022
C3.2 Teaching and learning engages students as inquirers and thinkers	The school strengthens the curriculum and provides greater opportunity for student inquiry and presentation of a range of ideas withing the lines of inquiry	- Curriculum team - Student input recorded on planners - Display board set up in an area in the school - PYP planner: Student POI,	-Develop teams to review and write curriculum - ensure students are included in planning of the inquiry - Big display boards to showcase how each class investigated the	Teachers		Ongoing through collaborative planning March 2022 - July 2023

Commented [61]: Teachers make international mindedness a revolving link within each of the 6 units

Commented [60]: Link with a sister school with Himlam IS

Commented [62]: Strengthening student understanding through knowledge boards - what would you change/what worked or did not work/what did they like

IB STANDARD	OBJECTIVE	SUCCESS INDICATOR	POSSIBLE ACTIONS	RESPONSIBILITY	BUDGET	DATE
		books, inquiry display boards in the classroom	same transdisciplinary theme			
			- Students develop their own lines of inquiry within the inquiry itself			
C3.2 (a) The school ensures that inquiry is used across the curriculum and by all teachers	To review and refine programme of inquiry and scope and sequence documents regularly

To ensure that all teaching staff are effectively using line of enquiry across the curriculum | Plan for and include learning experiences for differentiation on the unit planners

Explain differentiated strategies in assessment tasks and assessment tools

Include differentiation strategies in daily planning | Differentiation included in the appropriate sections of the planners

Daily plans identify students with differentiation strategies

Inquiry cycle display

Display learning activities for each stage of the inquiry cycle | All staff | | Aug 2022 - June 2023 |
| C3.3 Teaching and learning builds on | Teaching staff to develop formative assessment strategies to build | Create planned opportunities for entry questions (formative) to | Planning documents PD on student profiles | All teachers Leadership PYP Coordinator | | Aug 2022 |

Commented [63]: In dedicated area where grade level and specialists teachers meet on weekly basis

Commented [64]: From grading rubrics to point scales

Commented [65]: IDP with Sen coordinator if needed

IB STANDARD	OBJECTIVE	SUCCESS INDICATOR	POSSIBLE ACTIONS	RESPONSIBILITY	BUDGET	DATE
what students know and can do	on what students know/remember	assess students' level of understanding.	assessment data Phase meetings			
C3.3 (a) Teaching and learning addresses the competencies, experiences, learning needs, and styles of students	The school seeks ways to accommodate the needs of all students through greater attention to differentiated practices	- Planning identifies literacy and numeracy groups - Planning identifies differentiated practice - Learning centers are set up in the classroom - Classroom layout takes into consideration different types of learning styles - Professional	Use of initial baseline assessment results to identify student needs in literacy and numeracy. Students' groups according to ability Professional development on differentiated learning	PYP Coordinator Leadership team		March 2022 - June 2023 Aug 2022

Commented [66]: Are students making linear progress? Using data to change/guide strategies.

Commented [67]: By activities, learning styles, ect.

IB STANDARD	OBJECTIVE	SUCCESS INDICATOR	POSSIBLE ACTIONS	RESPONSIBILITY	BUDGET	DATE
		development sessions Collate a list: - Professional development literature that staff could read to assist them in this area - Strategies and assessment tools to assist them in identifying the different learning styles				
C3.4 Teaching and learning promote	To review the current academic honesty policy.	Review the Academic honesty policy to include	Updated Academic Honesty policy	PYP Coordinator, leadership teams		Aug 2022

IB STANDARD	OBJECTIVE	SUCCESS INDICATOR	POSSIBLE ACTIONS	RESPONSIBILITY	BUDGET	DATE
the understanding and practice of academic honesty	Teachers and staff will be aware and be able to implement the academic honesty policy	the primary school and create a school-wide approach Decide and implement an essential agreement for citing sources to be displayed and accessible for all students	that demonstrates the progression from ELC to Grade 12 Essential agreement in place and followed			
C3.5 Teaching and learning supports students to become actively responsible for their own learning	To provide students with opportunities to make appropriate choices to take ownership of their learning. Planning/unit plans indicate that students can make choices in their learning	Planning shows that students are scaffolding to support learning where it is needed Student portfolios formative and summative assessment opportunities classroom observations teacher observations peer to peer observations	Student portfolios formative and summative assessment opportunities classroom observations teacher observations peer to peer observations	All staff PYP Coordinator		Aug 2022-June 2023
C3.6 Teaching and learning addresses human commonality, diversity and	To widen students understanding of our diverse world To ensure curiosity when	Evaluate and assess current unit planners to ensure diversity within the units of inquiry	Records of horizontal and vertical alignment are kept	All staff		Aug 2022-June 2023

Commented [69]: modeling but not so detailed as to take away student creativity and their perception of the learning goals.

Commented [68]: It starts with student agency; implementation of those ideas so students can see that they have a say in how learning happens

Commented [70]: Formal written observations with graded scale to give performing teacher an idea of where they are and direction to improve.

IB STANDARD	OBJECTIVE	SUCCESS INDICATOR	POSSIBLE ACTIONS	RESPONSIBILITY	BUDGET	DATE
multiple perspectives	learning about diversity		Student learning improves			
C3.7 Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue	The school to ensure that all planning and teaching explores the diversity of the students (language)	Use data to find out the different nationalities / languages across the school/classes Assess/evaluate current unit planners	Data of enrolled students unit planners PD sessions meeting monitoring of students work and assessment documents data for instructions	All staff		Nov 4th
C3.8 Teaching and learning demonstrates that all teachers are responsible for language development of students	To ensure that all staff are trained and are effectively developing language across the school.	To evaluate the current language being used: is it whole school?	PLC meetings to discuss Language development	Teachers IB PYP Coordinator Leadership team Language coordinator	None	Aug 2022-June 2023
C3.9 Teaching and learning uses a range and variety of strategies	The school provides students' with a range and variety of instructional strategies inclusive of visible thinking routines and cooperative learning.	Evaluate what current strategies are being used across the school. What are effective best practices?	Displays and samples of assessed student work to confirm that teachers are using a range and variety of teaching and learning strategies.	Teachers PYP Coordinator		Aug 2022-June 2023

IB STANDARD	OBJECTIVE	SUCCESS INDICATOR	POSSIBLE ACTIONS	RESPONSIBILITY	BUDGET	DATE
			Teachers to provide examples of a variety of strategies used in their lessons. Classroom observations to show a variety of teaching and learning strategies.			
C3.10 Teaching and learning differentiates instruction to meet students' learning needs and styles	To implement appropriate approaches to differentiating instruction to meet students' learning needs and styles.	Evaluate and update unit planners, and formative and summative assessments to include differentiation of both teaching and learning needs and styles	Student learning is differentiated and improves	SEN coordinator PYP Coordinator Leadership team Teachers		Aug 2022-June 2023
C3.10 (a) The school provides for the grouping and regrouping of students for a variety of learning purposes	To promote a flexible approach to grouping and regrouping of students, as appropriate, to learning situations.	Assess how students are currently grouped.	Teachers describe when and how they group and regroup students according to a variety of learning purposes.	Teaching staff		Aug 2022-June 2023

Commented [73]: Part technical, part art.

Commented [74]: In teacher journals

IB STANDARD	OBJECTIVE	SUCCESS INDICATOR	POSSIBLE ACTIONS	RESPONSIBILITY	BUDGET	DATE
C3.11 Teaching and learning incorporate a range of resources, including information technologies	To be able to use a range of sources to support students' learning.	Collaborative planning with the ICT coach to sustain purposeful integration of resources (iPads, laptops, document cameras) within the units of inquiry Build on and update existing classroom resources to support the units of inquiry for each grade level (Books, articles, websites, materials)	Teachers use a variety of technology tools with confidence Student learning improves Greater student access to technology Technology use becomes second nature	All staff		Aug 2022-June 2023
C3.12 Teaching and learning develops student attitudes and skills that allow for meaningful student action in response to students' own	The school develop disciplinary and transdisciplinary approaches to teaching and learning in order to engage students in	Make action more visible by having students record their self-initiated action in their reflections Encourage parents to share	The Action board outside the office displays meaningful action from students All classrooms include a current action wall	All staff		Aug 2022-June 2023

IB STANDARD	OBJECTIVE	SUCCESS INDICATOR	POSSIBLE ACTIONS	RESPONSIBILITY	BUDGET	DATE
needs and the needs of others	meaningful inquiry	action happening at home				
C3.13 Teaching and learning engages students in reflecting on how, what, and why they are learning	The school adapts learning experiences to engage students in reflecting on how, what and why they are learning	Student reflection journals	Students have reflection journals to record their reflections. Teachers to use a format that allows students to record how, what and why are learning	All teachers		Aug 2022-June 2023
C3.14 Teaching and learning fosters a stimulating learning environment based on understanding and respect	To create a caring and friendly learning environment that fosters mutual respect.	Students and teachers speak respectfully of and with each other. 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.	Discussions inside and outside of the classroom among all staff and pupils.	All staff		Aug 2022-June 2023

IB STANDARD	OBJECTIVE	SUCCESS INDICATOR	POSSIBLE ACTIONS	RESPONSIBILITY	BUDGET	DATE
C3.14 (a) The school provides environments in which students work both independently and collaboratively	To provide opportunities for flexible learning spaces and utilizing the facilities to maximize student learning	Develop a classroom environment where teachers feel confident to be more flexible with classroom settings. All learning areas (classrooms, library, etc.) are conducive to working independently and collaboratively. Teachers allow students the flexibility to decide whether to work independently or collaboratively	Classrooms Planning observations	Teaching staff Leadership team		Aug 2022-June 2023
C3.14 (b) Teaching and learning empowers students to take self-initiated	The school ensures there are opportunities for student-initiated action and reflection to	Develop focused teacher questions to help drive student action	A collection of questions is accessible in the shared drive	Teachers Students		Aug 2022-June 2023

Commented [81]: Peer to peer and admin

Commented [79]: Expanding the classroom outside the 4 walls; using the school's green spaces to explore nature; utilizing specialty classrooms such as IT/theatre/auditorium to make class interesting.

Commented [80]: Students' corners

IB STANDARD	OBJECTIVE	SUCCESS INDICATOR	POSSIBLE ACTIONS	RESPONSIBILITY	BUDGET	DATE
action as a result of the learning	encourage exploration and development of their personal beliefs and values	Provide relevant opportunities for students to take action related to current events	Student reflections address teacher questions Current events are addressed in student-initiated action and reflected upon Student appropriate current events to help students link classroom knowledge to real-world happenings			
	Professional development workshops on the essential element of "action" and how to include this in classroom practice	Elements of action is visible and known by teachers and students	Teachers and students use terminology that shows knowledge of the essential elements	Teachers Students		Aug 2022-June 2023
C3.15 Teaching and learning encourages students to	Students to become self-regulated learners.	Teachers take part in regular PD sessions that support students' metacognition.	PD sessions Class observations Student outcomes	Teachers PYP Coordinator		Feb 2023

Commented [85]: Faria

Commented [83]: Faria

Commented [84]: Faria

Commented [82]: Students to have student-success-criteriums so that they can self regular/assess.

IB STANDARD	OBJECTIVE	SUCCESS INDICATOR	POSSIBLE ACTIONS	RESPONSIBILITY	BUDGET	DATE
demonstrate their learning in a variety of ways			Metacognition			
C3.16 Teaching and learning develops the IB learner profile attributes	The school to make the attributes of the learner profile part of the everyday learning experience at the school	Students and teachers to be able to give examples of learning experiences that develop the IB learner profile.	Displays and samples of assessed student work to include examples of how the IB learner profile attributes are developed. Classroom observations to show examples of how the IB learner profile is developed. Unit planners to indicate specific IB learner profile attributes that are focused on for each unit of inquiry	Teachers PYP Coordinator		Aug 2022-June 2023
C4 Assessment						
C4.1 Assessment at the school aligns with the requirements	The school reviewed its assessment practices in order to ensure that	Attend professional development for PYP.	Unit plans with assessments; published assessment policy	All staff PYP Coordinator		Aug 2022-June 2023

Commented [86]: Using circle time to go over character goals of the day and using dismissal time for students to reflect on if they acted on that goal throughout the day.

Commented [87]: Cycle of learning with students' work displayed

Commented [88]: Students to reflect learning attributes in their writing journals.

IB STANDARD	OBJECTIVE	SUCCESS INDICATOR	POSSIBLE ACTIONS	RESPONSIBILITY	BUDGET	DATE
of the programme(s)	assessment strategies and tools address all the essential elements of the programme.	Use the subject guides aims and objectives when developing assessments Publish assessment policy	join IB group sessions Toddle training on assessment Teachers are able to provide examples by which they address the essential elements of the programme through assessments.			
C4.1 (a) Assessment at the school is integral with planning, teaching, and learning	To ensure that all teaching staff is aligned to learning outcomes	Planning documents to be reviewed regularly to ensure that all areas of planning, teaching and learning are aligned.	Planning documents PD sessions Teachers meetings Assessments (data)	All staff PYP Coordinator		Weekly Aug 2022-June 2023
C4.1 (b) The assessment addresses all the essential elements of the programme		Make available a selection of exemplars of assessment tools, which incorporate	Assessment tools and strategies are archived and accessible on the shared drive	All staff PYP Coordinator		Aug 2022

Commented [89]: During weekly class level meetings

IB STANDARD	OBJECTIVE	SUCCESS INDICATOR	POSSIBLE ACTIONS	RESPONSIBILITY	BUDGET	DATE
		the essential elements				
C4.1 (c) The school provides evidence of student learning over time across the curriculum	To provide students with prompt feedback that is supportive of student learning.	Assessments are designed to allow teachers to give feedback to the students and parents.	Students and teachers demonstrate an understanding of formative assessment.	All staff PYP Coordinator		Aug 2022-June 2023
C4.2 The school communicates its assessment philosophy, policy, and procedures to the school community	To ensure that the school assessment, philosophy policy and procedures is up to date and regularly shared with all stakeholders.	Write an essential agreement to outline procedures Communicate procedures clearly to the community Continue to provide parent information sessions about assessment in the PYP	Procedures followed to communicate information are consistent Procedures are available on the community website Procedures are available on Google classroom and during parent coffee mornings, open days	PYP Coordinator Leadership team		Aug 2022
C4.3 The school uses a range of strategies and tools to assess student learning	To review and implement effective tools to assess students' progress.	Attach related paperwork regarding assessments to Toddle	All documents concerning each unit is available on Toddle	PYP Coordinator Teachers		Reviewed during PLCs /planning meetingsAug 2022-June 2023

Commented [90]: Shown during PD days

Commented [91]: Have make student success criteria based on teacher assessments so that students understand what they're graded on.

IB STANDARD	OBJECTIVE	SUCCESS INDICATOR	POSSIBLE ACTIONS	RESPONSIBILITY	BUDGET	DATE
		Create a folder with samples of the required PYP assessment tools	Assessment tools are appropriate and varied Resource folder of exemplars of various assessment tools and strategies Assessment tools samples accessible in the shared drive			
C4.4 The school provides students with feedback to inform and improve their learning	To ensure that time is given for students to reflect on feedback from teachers	Documented assessment policy that is implemented regarding assessment and student goal setting	Assessment policy put in place and accessible on the shared drive A common language agreed upon and implemented Portfolios and journals demonstrate student goal setting and growth	All staff Leadership team		Aug 2022-June 2023
C4.5	To ensure that all staff are aware of	Records available in shared drive	Reading running records	Teachers		Termly September 2022

IB STANDARD	OBJECTIVE	SUCCESS INDICATOR	POSSIBLE ACTIONS	RESPONSIBILITY	BUDGET	DATE
The school has systems for recording student progress aligned with the assessment philosophy of the program(s)	the current system of recording to ensure that it is aligned with the assessment policy.		Assessment records Myimath records All records available in shared drive	PYP Coordinator		January 2023 April 2023 June 2023
C4.6 The school has systems for reporting student progress aligned with the assessment philosophy of the program(s)	To provide a central system where staff can upload and assess students' progress	Attach related paperwork regarding assessments to Toddle Records of students' assessments and profiles	Reading running records Assessment records Myimath records All records available in shared drive	Teachers PYP Coordinator		Ongoing Aug 2022-June 2023
C4.6 (a) Student learning and development related to all attributes of the IB learner profile are assessed and reported	To ensure that all teaching staff assesses IB learners' profile effectively.	Attach related paperwork regarding assessments to Toddle Records of students' assessments and profiles	Assessment records Toddle - analysis and planning All records available in shared drive	Teachers PYP Coordinator		Aug 2022 Reviewed Termly: September 2022 January 2023 April 2023 June 2023

Commented [93]: Summative records for beginning/middle/and end of year.

IB STANDARD	OBJECTIVE	SUCCESS INDICATOR	POSSIBLE ACTIONS	RESPONSIBILITY	BUDGET	DATE
C4.7 The school analyses assessment data to inform teaching and learning	Data collection and analysis inform teaching and learning	Annual assessment data to inform the Professional Learning Committee (PLC) in order to drive student learning Continued Reading Rhino Reader/Jolly Phonics. Reading running records evaluated Myimaths data available and evaluated	Data is collated and available to teachers PLC minutes and action plans Summative assessment reflections on planners with strategies to improve the student success rate. Teachers utilize moderation of summative assessment data to drive student learning Feedback to teachers to inform the planning of student growth	Leadership team PYP Coordinator Teachers	None	June 2023
C4.7 (a) The school ensures that students'	To develop staff understanding of formative and	To create opportunities at the beginning of a lesson/topic to	Classroom observation s PLC meetings	PYP Coordinator Teachers		Termly PD August 2022

Commented [94]: Reading program + phonics

IB STANDARD	OBJECTIVE	SUCCESS INDICATOR	POSSIBLE ACTIONS	RESPONSIBILITY	BUDGET	DATE
knowledge and understanding are assessed prior to new learning	summative assessment	assess students' knowledge and understanding. Take pictures for evidence Annotate students work share best practices	Progress meetings PTC Planning			September 2022 January 2023 April 2023 June 2023
C4.8 The school provides opportunities for students to participate in, and reflect on, the assessment of their work	To ensure there are opportunities for student reflection to encourage curiosity and develop knowledge and understanding.	Planning will inform when reflection occurs Teacher talk	Lesson observation s Marking Peer observations Planning	Leadership team Teachers Students PYP Coordinator		Aug 2022 - June 2023
C4.9 The school has systems in place to ensure that all students can demonstrate a consolidation of their learning through the	Students take part in a PYP exhibition	All students demonstrate their learning through a PYP exhibition	PD on the PYP exhibition process Develop a system to support students to demonstrate their learning through the	Leadership team Teachers Students PYP Coordinator	Teacher training Resources	December 2022

IB STANDARD	OBJECTIVE	SUCCESS INDICATOR	POSSIBLE ACTIONS	RESPONSIBILITY	BUDGET	DATE
completion of the PYP exhibition.			completion of a PYP programme			