



International Baccalaureate®
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Report on School Authorization

DP Kings College The British School of Madrid
Kings College The British School of Madrid
061345
2/21/2020

In order to become an IB World School offering an IB programme, schools must demonstrate that certain practices and programme requirements are in place and that planning is in progress for others. This information is available for schools in the *Guide to school authorization*.

This report describes the outcome of the authorization process and is structured according to the *Programme standards and practices*. It is based on the verification of the evidence provided by the school to demonstrate that it meets the IB's authorization requirements.

Where the verification visit team has found that a practice or requirement is not in place, the report will include a "Matter to be addressed." The team will have outlined the related evidence the school must provide to the IB to demonstrate that the practice is being met.

Where the visiting team has found that a practice or requirement is in place or in progress, they may have chosen to provide the school with a commendation or recommendation and evidence to support their findings. Commendations identify school practices that are beyond the requirements for authorization and will benefit the implementation of the programme, while recommendations provide guidance for the school on further developing the programme. It is expected that the school will incorporate recommendations into its action plan and will show that they have taken action on the recommendations at the time of evaluation.

We wish you every success as you take the next steps toward authorization.

Section A: Philosophy

Standard A

The school's educational beliefs and values reflect IB philosophy.

Practice A.1: The school's published statements of mission and philosophy align with those of the IB.

Findings of the Visiting Team:

Discussions with leadership and teachers, as well as a review of documentation show that the school is operating on its original mission. There are efforts to update it, which includes a draft mission statement. This draft is in line with the IB philosophy, however, it has not been finalized or shared with staff and the larger school community.

Practice in Place? *Yes*

The IB recommends that:

The school leadership team should review and finalize the vision and mission statement draft, with input from staff, students and community members. The final version should be widely published.

Practice A.2: The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.

Findings of the Visiting Team:

Discussions with the leadership team and teachers indicate that the governing body, administrative, pedagogical leadership and staff have a good understanding of the IB philosophy, IB learner profile and the Programme Standards and Practices.

Practice in Place? *Yes*

The IB commends:

School faculty have developed a common understanding of the IB philosophy and for foster an atmosphere of anticipation and respect for the IB Diploma Programme (DP).

Practice A.3: The school community demonstrates an understanding of, and commitment to, the programme(s).

Findings of the Visiting Team:

Discussions with leadership, teachers, parents and students indicate a clear and informed understanding of, and commitment to, the DP.

Practice in Place? *Yes*

The IB commends:

All groups within the school community demonstrate wide understanding of and commitment to the programme.

Practice A.4: The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.

Findings of the Visiting Team:

Discussions with leadership and teachers, and a review of documentation confirm that the school has a strong focus on host country and British values. Conversations show an understanding of international-mindedness, though there appears to be a lesser focus on broader global issues.

The IB recommends that:

The school should further develop and implement strategies to encourage international-mindedness beyond host country and British values.

Practice A.5: The school promotes responsible action within and beyond the school community.

Findings of the Visiting Team:

Discussions with the CAS coordinator and teachers show an understanding of the promotion of responsible action within and beyond the school community. The school already has a well developed structure for service and sports activities, which will serve as a solid foundation for the CAS coordinator to establish effective options in line with IB expectations.

Practice A.6: The school promotes open communication based on understanding and respect.

Findings of the Visiting Team:

Discussions with the leadership team, parents, teachers and students show a high level of understanding, respect and open communication. Different stakeholders are informed about the plans for the implementation of the DP and feel comfortable to voice their questions and concerns.

Practice in Place? *Yes*

The IB commends:

The school leadership and teacher have well-developed platforms and strategies for all sectors of the community to express their thoughts openly and honestly.

Practice A.7: The school places importance on language learning, including mother tongue, host country language and other languages.

Findings of the Visiting Team:

Discussions with leadership, teachers and students, as well as a review of documentation, shows that the school provides opportunities for mother tongue studies and support in the language of instruction.

Practice A.8: The school participates in the IB world community.

Findings of the Visiting Team:

Discussions with leadership and teachers demonstrate that that staff and leadership team members who have attended IB professional development activities have established valuable connections with other schools and IB resources.

Practice A.9: The school supports access for students to the IB programme(s) and philosophy.

- a. The school provides for the full DP and requires some of its student body to attempt the full diploma and not only individual diploma courses.
- b. The school promotes access to the diploma and diploma courses for all students who can benefit from the educational experience they provide.

Findings of the Visiting Team:

Discussions with leadership team members and the school's admissions documentation shows that the school provision has a plan in place for the completion of the full Diploma Programme for students once the school is authorised.

Practice in Place? Yes

Practice A.9.c: The school has strategies in place to encourage students to attempt the full diploma.

Findings of the Visiting Team:

Conversations with the pedagogical leadership team and the DP coordinator show that there is a high degree of interest amongst students and their families to be a part of the first IB DP cohort and that the school plans for all eligible students to attempt the full diploma.

Section B: Organization

Standard B1: Leadership and structure

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

Practice B1.1: The school has developed systems to keep the governing body informed about the ongoing implementation and development of the programme(s).

Findings of the Visiting Team:

Conversations with the governing body and school leadership reflect clear lines of communication and awareness by the governing body of the school's authorisation process and ongoing implementation and development of the programme.

Practice B1.2: The school has developed a governance and leadership structure that supports the implementation of the programme(s).

Findings of the Visiting Team:

Conversations with the leadership team and a review of school documentation indicate a clear delegation of responsibilities to support the implementation of the programme.

Practice in Place? *Yes*

Practice B1.3: The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s).

Findings of the Visiting Team:

Conversations with the head of school, the DP coordinator and teachers indicate a high level of pedagogical leadership with clear guidelines of responsibilities, as outlined in the organizational chart.

Practice in Place? *Yes*

The IB commends:

The head of school and the DP coordinator provide a high level of pedagogical leadership and support for the development of the DP at the school.

Practice 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.

Findings of the Visiting Team:

Conversations with the DP coordinator and the head of school show that the DP coordinator has release time that is consistent with the number of future DP students.

Practice in Place? *Yes*

Practice B1.5: The school develops and implements policies and procedures that support the programme(s).

a: The school has an admissions policy that clarifies conditions for admission to the school and the DP.

Findings of the Visiting Team:

A review of school documentation confirm that the school has developed a comprehensive admission's policy that makes clear reference to the admission of students into the DP.

Practice in Place? *Yes*

Practice B1.5.b: The school develops and implements a language policy that is consistent with IB expectations.

Findings of the Visiting Team:

A review of school documentation demonstrates that the school has developed a comprehensive language policy with support for mother tongue learning and for students who are not proficient in the language of instruction.

Practice B1.5.c: 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 Visiting Team:

The school documentation provided in the Application for authorization include a comprehensive inclusion/special educational needs policy consistent with IB expectations.

Practice B1.5.d: The school develops and implements an assessment policy that is consistent with IB expectations.

Findings of the Visiting Team:

School documentation shows that the school has developed a comprehensive assessment policy that outlines an assessment philosophy based on an understanding of DP criteria.

Practice B1.5.e: The school has developed and implements an academic honesty policy that is consistent with IB expectations.

Findings of the Visiting Team:

School documentation demonstrates that the school has developed a comprehensive academic honesty policy in line with IB requirements. This has been shared with staff and students, but not with parents.

The policy indicates that, in exercising the requirements and guidelines of the policy, it is left to the teachers' discretion to detect infractions without the use of software.

Practice in Place? *Yes*

The IB recommends that:

The school should further develop strategies to ensure that all members of the community, including parents, fully understand and apply the academic honesty policy.

The school may consider acquiring plagiarism detection software to support teachers in detecting infractions related to academic honesty.

Practice B1.5.f: The school complies with the IB regulations and procedures related to the conduct of all forms of assessment for the DP.

Findings of the Visiting Team:

Conversations with the exams officer, school leadership and the DP coordinator indicate clear plans for implementing the regulations and procedures related to the different forms of assessment in the DP.

The IB commends:

The school leadership and the exams officer have clear regulations and procedures in place in their assessment practices which are consistent with IB requirements.

Practice B1.6: The school has systems in place for the continuity and ongoing development of the programme(s).

Findings of the Visiting Team:

Discussions with the leadership team and the DP coordinator include references to timelines, accountabilities and outcomes regarding the ongoing development of the programme.

Practice B1.7: The school carries out programme evaluation involving all stakeholders.

Standard B2: Resources and support

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

Practice B2.1: The governing body allocates funding for the implementation and ongoing development of the programme(s).

- a. The allocation of funds includes adequate resources and supervision for the creativity, action, service (CAS) programme and the appointment of a CAS coordinator.
- b. The allocation of funds includes adequate resources to implement the theory of knowledge course over two years.

Findings of the Visiting Team:

Conversations with the leadership team and governing body, as well as a review of the school budget in the Application for authorization show a reasonable allocation of funds to support the teaching of all subjects and core components, positions of responsibility, as well as ongoing professional development.

Practice in Place? *Yes*

Practice B2.2: The school provides qualified staff to implement the programme(s).

Findings of the Visiting Team:

Conversations with the pedagogical leadership team and the teachers show a strong commitment to ensuring required qualifications for all teachers in their subject areas.

Practice in Place? *Yes*

Practice B2.3: The school ensures that teachers and administrators receive IB-recognized professional development.

Findings of the Visiting Team:

Conversations with the pedagogical leadership team and the teachers show a strong commitment to ongoing professional development.

Practice in Place? *Yes*

Practice B2.3.a: The school complies with the IB professional development requirements for the DP at authorization and at evaluation.

Findings of the Visiting Team:

The school demonstrates that staff participation at IB-recognized professional development meets most of the requirements for authorization:

- a majority of DP subject teachers have attended IB category 1 workshops in their subject, with the exception of music and TOK;
- the CAS coordinator has attended an IB category 1 CAS workshop;
- the DP coordinator has attended an IB category 1 DP coordination workshop;
- the head of school has completed an IB workshop for the role.

Practice in Place? *No*

Evidence to be provided by the school:

Confirmation of registration to participate in IB-recognized professional development that will take place within the next six months for the music and TOK teachers.

Practice B2.4: The school provides dedicated time for teachers' collaborative planning and reflection.

Findings of the Visiting Team:

Conversations with the leadership team, teachers and the DP coordinator indicate clear efforts to arrange meeting schedules that allow for collaborative planning for DP teachers in horizontal and vertical teams.

Practice in Place? *Yes*

Practice B2.5: The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).

Findings of the Visiting Team:

A tour of the school confirms that the school is well-equipped with facilities support the requirement of the DP subjects and core elements.

Practice in Place? *Yes*

The IB commends:

The school has provided excellent facilities that will enhance the implementation of the programme at the school beyond IB requirements.

Practice B2.5.a: The laboratories and studios needed for DP sciences courses and DP the arts courses provide safe and effective learning environments.

Findings of the Visiting Team:

A tour of the school shows that the school's laboratories and arts facilities meet the requirement of the DP subjects.

Practice in Place? *Yes*

Practice B2.5.b: There are appropriate information technology facilities to support the implementation of the programme.

Findings of the Visiting Team:

A tour of the school and conversations with teachers indicate that the school has a solid IT infrastructure that supports the requirement of the DP subjects.

Practice in Place? *Yes*

Practice B2.5.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 Visiting Team:

A visit to the security storage room with the exam officer shows that all conditions for exam storage are in place. The room caters for storage of all exams including IB, A levels and GCSE.

Practice B2.6: 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 DP.

Findings of the Visiting Team:

Conversations with the library staff, teachers and the DP coordinator indicate a good selection of academic online resources and a library that has predominantly fiction in book form. Plans are in place to appoint a research assistant in the library who will be dedicated to supporting DP students in their studies.

Practice in Place? *Yes*

The IB recommends that:

The school should support the research assistant to develop strategies to support students entering the IB DP with regards to research and citation skills.

The school should continue to develop the offering of text and print materials.

Practice B2.7: The school ensures access to information on global issues and diverse perspectives.

Findings of the Visiting Team:

Conversations with teachers and students indicate that there is a focus with resources on host country and British issues and different perspectives. There is less of a focus on broader global issues and no clear plan to increase that.

The IB recommends that:

The school should further develop access to information on global issues and a variety of perspectives.

Practice B2.8: The school provides support for its students with learning and/or special educational needs and support for their teachers.

Findings of the Visiting Team:

Conversations with the leadership team, teachers and specialists show that the provision of support for special educational needs reflects DP expectations.

Practice B2.9: 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.

Findings of the Visiting Team:

Conversations with the DP coordinator and school counsellors indicate that there are dedicated staff members to advise students on choices in the last years of secondary education, and a dedicated adviser on post-secondary education.

Practice B2.10: The student schedule or timetable allows for the requirements of the programme(s) to be met.

Findings of the Visiting Team:

The leadership team and the DP coordinator have provided an officially approved schedule during the course of the verification visit. The schedule has not yet been published or shared beyond the governing body and the leadership team, however it meets all the requirements for the IB DP.

Practice in Place? *Yes*

The IB recommends that:

The school should ensure the new schedule is published and widely shared with teachers and the school community.

Practice B2.10.a: The schedule provides for the recommended hours for each standard and higher level subject.

Findings of the Visiting Team:

The school has provided a schedule which meets all the hourly requirements for the higher and standard level subjects in the IB DP.

Practice in Place? *Yes*

Practice B2.10.b: The schedule provides for the development of the theory of knowledge course over two years.

Findings of the Visiting Team:

The school has provided a schedule which meets all the requirements for the delivery of the TOK programme over two years..

Practice in Place? *Yes*

Practice B2.10.c: The schedule respects concurrency of learning in the DP.

Findings of the Visiting Team:

The school has provided a student schedule which respects concurrency of learning expectations in the DP.

Practice in Place? *Yes*

Practice B2.11: The school utilizes the resources and expertise of the community to enhance learning within the programme(s)

Findings of the Visiting Team:

Conversations with teachers and students reveal some examples of the resources and expertise in the community being used to enhance learning, however this aspect appears to be limited at this time.

The IB recommends that:

The school should continue to develop additional opportunities to use the expertise of the wider community to enhance the implementation of the programme.

Practice B2.12: The school allocates resources to implement the PYP exhibition, the MYP personal project (or community project for programmes than end in MYP year 3 or 4), the DP

extended essay and the CP reflective project for all students, depending on the programme(s) offered.

Findings of the Visiting Team:

Conversations with teachers and the DP coordinator indicate an understanding of the IB requirements related to the extended essay (EE) and their preparation to implement this core component.

Practice in Place? *Yes*

Section C: Curriculum

Standard C1: Collaborative planning

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

Note: “Collaborative planning and reflection” is used as a single concept as the two processes are interdependent.

Practice C1.1: 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.

Findings of the Visiting Team:

Conversations with teachers and DP coordinator indicate clear efforts to plan collaboratively within the same subjects and across subjects, to include TOK.

Practice in Place? *Yes*

Practice C1.1.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 Visiting Team:

Conversations with teachers and the IB DP coordinator indicate that meetings have been scheduled to plan collaboratively within the same subject and across subject groups to explore connections and relations between subjects and to reinforce knowledge, understanding and skills shared by the different disciplines.

Practice C1.2: Collaborative planning and reflection takes place regularly and systematically.

Findings of the Visiting Team:

Conversations with the DP coordinator and teachers show that different strategies have been employed to find meeting times for planning and reflection across subjects in the DP. There is no clear direction about the timing of future scheduled opportunities for ongoing collaborative planning.

Practice in Place? *Yes*

The IB recommends that:

The school must develop and implement a consistent schedule of collaborative planning for teachers to engage in collaborative planning in the DP.

Practice C1.3: Collaborative planning and reflection addresses vertical and horizontal articulation.

Findings of the Visiting Team:

Conversations with teachers and the DP coordinator indicate that a variety of successful strategies have been used to plan meetings within subject groups and across subjects, including vertical and horizontal articulation.

Practice C1.4: Collaborative planning and reflection ensures that all teachers have an overview of students' learning experiences.

Findings of the Visiting Team:

Conversations with teachers clearly demonstrate collaboration and reflection time which has provided them an overview of students' learning experiences.

Practice C1.5: Collaborative planning and reflection is based on agreed expectations for student learning.

Findings of the Visiting Team:

Conversations with teachers and the DP coordinator indicate a planning process that intentionally integrates the IB approaches to teaching.

Practice C1.6: Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.

Findings of the Visiting Team:

Conversations with teachers and the DP coordinator indicate an awareness and practice of differentiated instruction to maximize student learning.

Practice C1.7: Collaborative planning and reflection is informed by assessment of student work and learning.

Findings of the Visiting Team:

Conversations with teachers show that assessment of student work informs planning and reflection processes.

Practice C1.8: Collaborative planning and reflection recognizes that all teachers are responsible for language development of students.

Findings of the Visiting Team:

Conversations with teachers show an awareness of their responsibility in the classroom to cater for the diverse learning, cultural and linguistic needs of the students.

Practice C1.9: Collaborative planning and reflection addresses the IB learner profile attributes.

Findings of the Visiting Team:

Conversations with teachers show that they are aware of their contribution to the development of the IB learner profile attributes and include this in their planning process. Course outlines include reference to attributes of the IB learner profile.

Practice in Place? *Yes*

Standard C2: Written curriculum

The school's written curriculum reflects IB philosophy.

Practice C2.1: The written curriculum is comprehensive and aligns with the requirements of the programme(s).

Findings of the Visiting Team:

A review of documentation and conversations with teachers and the DP coordinator demonstrate that there are comprehensive course outlines which show that subject requirements are understood and addressed, and that they have been incorporated in the written curriculum.

Practice in Place? *Yes*

Practice C2.1.a: The curriculum fulfills the aims and objectives of each subject group and the core.

Findings of the Visiting Team:

A review of documentation and conversations with teachers and the DP coordinator indicate that there are comprehensive course outlines for the subjects to be offered, TOK and CAS.

Practice in Place? *Yes*

Practice C2.1.b: The curriculum facilitates concurrency of learning.

Findings of the Visiting Team:

School documentation and conversations with teachers and the DP coordinator indicate that the curriculum facilitates concurrency of learning.

Practice in Place? *Yes*

Practice C2.1.c: The curriculum is balanced so that students are provided with a reasonable choice of subjects.

Findings of the Visiting Team:

Conversations with the DP coordinator verify that the school is aware of the limited subject choices to student for the first year of IB DP. There are plans to expand course options in the future. Conversations with students and parents indicate that there may be existing options that have not yet been fully explored.

Practice in Place? *Yes*

The IB recommends that:

The school should explore further possibilities to increase options to address students' interests and needs.

Practice C2.1.d: The school develops its own courses of study for each subject on offer and for theory of knowledge.

Findings of the Visiting Team:

A review of course outlines and conversations with teachers show that requirements in all subjects, TOK and CAS are understood and addressed.

Practice in Place? *Yes*

Practice C2.2: The written curriculum is available to the school community.

Findings of the Visiting Team:

Conversations with the DP coordinator and teachers include reference to plans for making the written curriculum available to the school community.

The IB recommends that:

The school must ensure that the school community has access to the written curriculum.

Practice C2.3: The written curriculum builds on students' previous learning experiences.

Findings of the Visiting Team:

Conversations with teachers and the DP coordinator indicate that the school has systems in place to ensure that the written curriculum builds on students' previous learning experiences.

Practice C2.4: The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed.

Findings of the Visiting Team:

Conversations with teachers and a review of documentation show a clear understanding of knowledge, concepts, skills and attitudes to be developed within subjects and the core. This is also reflected in the written curriculum.

Practice in Place? *Yes*

Practice C2.5: The written curriculum allows for meaningful student action in response to students' own needs and the needs of others.

Findings of the Visiting Team:

Conversation with the CAS coordinator and a review of the written curriculum confirm there will be opportunities for students to act in response to their own needs and the needs of others.

Practice C2.6: The written curriculum incorporates relevant experiences for students.

Findings of the Visiting Team:

Conversations with teachers show that they are aware of students' interests and relevant learning experiences and have plans to address these in their courses.

Practice C2.7: The written curriculum promotes students' awareness of individual, local, national and world issues.

Findings of the Visiting Team:

A review of the written curriculum and conversations with teachers reveal that they have included or plan to include topics to promote awareness of individual, local, national and UK-related issues. Plans to address broader global issues have received more limited attention at this point.

Practice in Place? *Yes*

The IB recommends that:

Teachers should further develop the written curriculum as it relates to the integration and promotion of global issues.

Practice C2.8: The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives.

Findings of the Visiting Team:

Conversations with teachers and a review of course outlines show an awareness of the opportunities that courses will provide for students to reflect on human commonality, diversity and multiple perspectives.

Practice in Place? *Yes*

Practice C2.9: The written curriculum is informed by current IB publications and is reviewed regularly to incorporate developments in the programme(s).

Findings of the Visiting Team:

Conversations with teachers and DP coordinator indicate that course outlines have been designed using current IB publications and that teachers are familiar with and use the IB's online curriculum resources.

Practice in Place? *Yes*

Practice C2.10: The written curriculum integrates the policies developed by the school to support the programme(s).

Findings of the Visiting Team:

Conversations with teachers show that they are aware of the school's preliminary policies and how they will be reflected in their course materials.

Practice C2.11: The written curriculum fosters development of the IB learner profile attributes.

Findings of the Visiting Team:

Conversations with teachers and review of the written curriculum show that they are aware of, and have incorporated in the written curriculum, plans to fostering the attributes of the IB learner profile.

Practice in Place? Yes

Standard C3: Teaching and learning

Teaching and learning reflects IB philosophy.

Note: "Teaching and learning" is used as a single concept as the two processes are interdependent.

Practice C3.1: Teaching and learning aligns with the requirements of the programme(s).

- a. Teaching and learning at the school addresses all of the aims and objectives of each subject.

Practice C3.2: Teaching and learning engages students as inquirers and thinkers.

Practice C3.3: Teaching and learning builds on what students know and can do.

Practice C3.4: Teaching and learning promotes the understanding and practice of academic honesty.

Practice C3.5: Teaching and learning supports students to become actively responsible for their own learning.

Practice C3.6: Teaching and learning addresses human commonality, diversity and multiple perspectives.

Practice 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.

Practice C3.8: Teaching and learning demonstrates that all teachers are responsible for language development of students.

Practice C3.9: Teaching and learning uses a range and variety of strategies.

Practice C3.10: Teaching and learning differentiates instruction to meet students' learning needs and styles.

Practice C3.11: Teaching and learning incorporates a range of resources, including information technologies.

Practice C3.12: Teaching and learning develops student attitudes and skills that allow for meaningful student action in response to students' own needs and the needs of others.

Practice C3.13: Teaching and learning engages students in reflecting on how, what and why they are learning.

Practice C3.14: Teaching and learning fosters a stimulating learning environment based on understanding and respect.

Practice C3.15: Teaching and learning encourages students to demonstrate their learning in a variety of ways.

Practice C3.16: Teaching and learning develops the IB learner profile attributes.

At this stage, implementation of all practices in standard C3 must be in progress. The visiting team will make a holistic verification of this standard, supported by the evidence from practices included in C2 and the conversations with teachers.

Findings of the Visiting Team:

Conversations with teachers generally indicate a variety of teaching strategies are being utilized which comply with IB aims and objectives. However, it is not clear whether this variety of strategies is consistently applied throughout all subject areas.

The IB recommends that:

All teachers should continue to reflect on their own practices further develop and implement plans to ensure that teaching and learning reflect IB philosophy.

Standard C4: Assessment

Assessment at the school reflects IB assessment philosophy.

Practice C4.1: Assessment at the school aligns with the requirements of the programme(s).

a. Assessment of student learning is based on the objectives and assessment criteria specific to each subject

Findings of the Visiting Team:

Conversations with teachers, the preliminary assessment policy and course outlines show an understanding of internal assessment and external assessment components.

Practice in Place? *Yes*

Practice C4.2: The school communicates its assessment philosophy, policy and procedures to the school community.

Findings of the Visiting Team:

Conversations with parents and a review of school documentation indicates that limited communication exists between the school and its community on matters of philosophy, policy and procedures. Certain policies that require parental input, such as the academic honesty policy, have not yet been communicated effectively.

The IB recommends that:

The school carefully develop and implement plans to share the policies which have been developed with parents in an in-depth manner.

Practice C4.3: The school uses a range of strategies and tools to assess student learning.

Findings of the Visiting Team:

Course outlines and conversations with teachers reveal they utilize different tools for assessment which are consistent with IB philosophy.

Practice C4.4: The school provides students with feedback to inform and improve their learning.

Findings of the Visiting Team:

The preliminary assessment policy and course outlines include reference to formative assessment. This was further confirmed in conversations with teachers and students.

Practice C4.5: The school has systems for recording student progress, aligned with the assessment philosophy of the programme(s).

Findings of the Visiting Team:

Conversations with teachers, parents and students, and a review of the preliminary assessment policy, show there are clear indications of comprehensive recording of student progress.

The use of Google Classroom, ISAMS and CAP4 progress testing, and the services of a dedicated staff member to collate and track data, ensures comprehensive recording of students' progress.

The IB commends:

The school leadership team and the academic deputy implement a comprehensive system of recording student progress that supports all students.

Practice C4.6: The school has systems for reporting student progress, aligned with the assessment philosophy of the programme(s).

Findings of the Visiting Team:

Conversations with the leadership team and teachers, as well as evidence from the preliminary assessment policy indicate that the school has a transparent process to report on assessment and student progress.

The use of appropriate software supports open communication between home and school.

Practice C4.7: The school analyses assessment data to inform teaching and learning.

Practice C4.8: The school provides opportunities for students to participate in, and reflect on, the assessment of their work.

Findings of the Visiting Team:

Conversations with students, teachers, and a review of course outlines, show clear references to peer and self-assessment.

Practice C4.9: The school has systems in place to ensure that all students can demonstrate consolidation of their learning through the completion of the PYP exhibition, the MYP personal project (or community project for programmes than end in MYP year 3 or 4), the DP extended essay and the CP reflective project, depending on the programme(s) offered.

Findings of the Visiting Team:

Conversations with teachers and the DP coordinator, as well as a review of documentation demonstrate clear evidence of a common procedure and understanding of the requirements for the extended essay, consistent with the IB regulations. This includes the allocation of resources.

Practice in Place? *Yes*