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## Report on School Authorization

DP Lycée International de Londres Winston Churchill  
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060326  
4/12/2019

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:**

The school has published statements of mission and philosophy on its website, in brochures and promotional literature and in shared areas around the school.

The school's statements of mission and philosophy include references that the school encourages awareness beyond the individual and his or her immediate community.

Conversations with the governors confirm that consideration was given to the school mission statement being fully aligned with the IB mission statement from the inception of the school.

#### **Practice in Place?** *Yes*

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

#### **Findings of the Visiting Team:**

The school has a detailed action plan that is driven by the practices and programme requirements included in the Programme standards and practices.

Conversations with the governing body, administrative and pedagogical leadership and teachers show an excellent general understanding of the IB philosophy as expressed in the IB mission statement and IB learner profile. These discussions highlight that there is a strong sense of consistency in terms of this understanding of how IB philosophy will work in the school.

#### **Practice in Place?** *Yes*

#### **The IB commends:**

There is a high level of understanding of the DP by all groups and they are able to articulate in some depth all aspects of IB philosophy.

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

#### **Findings of the Visiting Team:**

The school's promotional literature and website state that the school has candidate status, they include a description of the DP in accordance with IB copyright policy and use the text provided by the IB to explain candidate status.

Meetings with the governing body, pedagogical leadership team and staff have taken place to familiarize them with the IB and the programme.

Conversations with the pedagogical leadership team and staff show that they have a full understanding of the structure of the DP. They also understand the role that each play in its implementation, the student-centred concept of the DP and the implications that the implementation of the DP will have for the school. For example, the pedagogical leadership team are able to articulate the role of international-mindedness for the school as an institution and teachers were able to articulate what it would look like in a classroom situation.

Conversations with parents and students show that there is an excellent general understanding of the following aspects of the programme each student is exposed to a broad and balanced curriculum and the DP is academically challenging but also aims at developing the attributes of the IB learner profile.

### **Practice in Place?** *Yes*

#### **The IB comments:**

All groups within the school community demonstrate a wide understanding of and commitment to the programme and they have a universally strong understanding of what the DP can bring to the school.

**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:**

A review of course outlines shows that they include references to international-mindedness and development of the IB learner profile and conversations with the pedagogical leadership team and teachers show both an understanding of these and also actions which need to be taken to promote them.

The school's brochure and website show that cultural and linguistic diversity are valued. This is fully backed up by conversations around the role of this being an international school while also emphasizing the key roles of French and English in a bilingual atmosphere. The importance of the link between the specific linguistic situation of the school and how this positively contributes to making the school internationally-minded are the subject of meaningful, thoughtful and insightful conversations with both the pedagogical leadership team and a number of different subject area teachers.

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

#### **Findings of the Visiting Team:**

Conversations with the CAS coordinator show an understanding of the promotion of responsible action within and beyond the school community through the learning outcomes and reflection. The CAS outline shows that different members of the school community will be involved in CAS activities, either as advisors or supervisors. Initially, a CAS advisor will be trained and this person may take on additional responsibility as the initial programme develops. A CAS guide and the logistics for experience approvals, which will be on iPads, are in process.

The school already has strong links with organizations within the community and has established a 'Little Charity' club lower down the school that embeds some of the CAS stages and reflection. Students understand the importance of responsible action within and beyond the school community and have already had significant school experiences in this regard; this was highlighted most effectively in discussions with students on the role played by diversity and MUN in the school.

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

#### **Findings of the Visiting Team:**

The school has already organized frequent meetings of various nature with different stakeholders to share the plans for implementation of the DP and this is planned to continue.

Parents are comfortable and knowledgeable during meetings and voice their questions.

Teachers express themselves openly during meetings, universally show good knowledge of the DP and it is clear that there is a shared collaborative vision in the school.

Students express themselves openly and respectfully.

### **Practice in Place?** *Yes*

#### **The IB commends:**

All members of the school have an excellent and appropriate understanding of the DP both in terms of content and philosophy; they are able to articulate this in a highly respectful environment.

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

#### **Findings of the Visiting Team:**

Conversations with the pedagogical leadership team and teachers show considerable awareness of the importance of language learning and show awareness of plans for the school in this regard. This is something that is clearly important to the school and is mentioned in the vast majority of meetings. English/French bilingualism that is promoted in the school is at the heart of everything that is done and the choice of languages within the DP fully support this.

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

#### **Findings of the Visiting Team:**

Conversations with the board of governors, the school leadership and members of staff show that they have started to establish connections with other IB World Schools and regional associations of IB World Schools, in this case, IBSCA.

Some members of the governing board and leadership team have attended the recent IB Global Conference in Hong Kong.

**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:**

The subject proposal allows for the completion of the full diploma, that is, required number and level of subjects, and will be taken up initially by about 10 to 15 students. There is also a plan for a small number of courses to be offered to students taking other educational programmes in order to offer enrichment (for languages mostly) for those students and to help the school be one school despite the fact that it offers two different educational tracks in post-16 education.

Conversations with parents and students show their awareness of the benefit that the DP may bring to the students on a global scale.

**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:**

Projections show an increase of full DP students in the second year after authorization. The school has a very clear plan for the role played by the DP in the school currently and how it will grow over the next five years. This is independently confirmed in conversations with the governors, the pedagogical leadership team and the DP coordinator.

The action plan includes the implementation of promotional activities to encourage 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 pedagogical leadership team and the governing body show that there already is and will continue to be excellent communication between both groups about the authorization process and the ongoing implementation of the programme.

**The IB commends:**

The level of collaboration between the pedagogical leadership team and the governing body is consistent and supportive.

**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:**

Descriptions of the structure and role of the governing body and pedagogical leadership team indicate responsibilities for supporting the implementation of the programme, which is backed up by conversations with both these groups and is understood and supported by teachers.

Conversations with the governing body, leadership, DP coordinator and staff reflect the agreed and consistent support given to the future implementation of the programme. For example, there is a common understanding of the role played by languages in the school and the idea that different groups need to contribute to that conversation from different perspectives.

**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:**

The pedagogical leadership team has defined roles and responsibilities, which are evident in the organization chart.

Conversations with teachers, the pedagogical leadership team and parents demonstrate that the Head of School and the DP coordinator are involved in planned activities to support teachers; have participated in past meetings and have planned future meetings to inform the community about the IB programme.

Conversations with teachers reflect a clear understanding of the role played by each member of the pedagogical leadership team, especially the role of the DP coordinator; the support and guidance that the pedagogical leadership team, especially the DP coordinator, has given and continues to give.

**Practice in Place?** *Yes*

**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:**

The DP coordinator has release time that is consistent with the number of future DP students and the conversation with the DP coordinator indicates she is aware of the responsibilities of coordination and considers that the allocated time is consistent with the role.

Conversation with the DP coordinator shows that she is fluent in English which is the language of instruction of the school and has established strategies to ensure that all DP teachers can fulfil their roles no matter what languages they are proficient in.

The DP coordinator has past experience with the role and recognizes that she has both the financial and physical resources required. Conversations with her demonstrate that she feels fully supported in the role.

Conversations with teachers indicate that the DP coordinator devotes time to supporting them and conversations with the DP coordinator show that she is fully aware of the importance of her role in supporting members of staff.

**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:**

The admissions policy includes a clear reference to the admission of students into the DP and conversations with school staff indicate awareness and participation in the design of the admissions criteria for the DP to be included in the school admissions policy. Furthermore there is wide agreement between teachers and the pedagogical leadership team that the admissions criteria are appropriate.

**Practice in Place?** *Yes*

**The IB commends:**

The school has a carefully thought through language policy which fully supports the linguistic situation in the school and is widely understood by all members of the school community.

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

**Findings of the Visiting Team:**

The language policy includes support for mother tongue languages, the idea that all teachers contribute to the language development of students, support for students who are not proficient in the language of instruction and reflection on the needs of students in studies in language and literature and language acquisition course offerings.

Conversations with the leadership team and teachers reflect the process by which the language policy was developed which included different stakeholders.

Conversations with teachers show that they are aware of the development of the language policy in which many have participated, and their future role in the support of students in this regard.

**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:**

Conversations with the DP coordinator indicate that the school has a special educational needs policy which will support student access to the DP and that she is aware of the support the IB may give to students with special educational needs and where to find this information. The meeting with the school counsellor confirms that she is also aware of the support offered by the IB. The school currently uses IEPs to track student progress, which will support this.

The inclusion/special educational needs policy will need to make more explicit reference to all forms of assessment within the DP to align with the most recent IB inclusion resources that can be found on the Programme resource centre. The policy does not yet contain examples of the special access arrangements that may be available to students and the process for these.

**The IB recommends that:**

The school to include further specific reference to the DP and the possible special access arrangements in its inclusion/special educational needs policy.

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

**Findings of the Visiting Team:**



The school has given thought to a preliminary assessment policy which includes a philosophy of assessment that supports student learning and contains processes for recording and reporting. However, the reference to the IB in general and the DP specifically is limited. Also, the policy does not yet currently include the understanding of the use of DP assessment criteria and processes for standardization of assessment of students' work.

**The IB recommends that:**

The school to collaboratively revise the assessment policy to make further reference to the IB in general and the DP specifically. The policy needs to include the understanding of the use of DP assessment criteria and processes for standardization of assessment of students' work.

**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:**

The school has an academic honesty policy that states the changes envisaged as a consequence of the implementation of the DP. The policy currently includes a description of academic honesty, monitoring processes and sanctions and includes reference to resources that support the policy including software to check plagiarism.

Conversations with teachers show that they are able to identify its IB specific elements and understand that the responsibility to detect academic dishonesty lies with them and not with the IB. Furthermore, these conversations show that the school supports the implementation of the policy through the use of IT resources and training and that they have been involved in the design of the current school academic honesty policy and apply it in the school.

Conversations with students show that they are aware of the academic honesty policy and its consequences.

**Practice in Place?** Yes

**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:**

The school has planned for the implementation of the regulations and procedures related to the different forms of assessment in the DP.

Conversations with teachers reveal that they plan to apply the rules of conduct to their assessment activities and that they are aware of the requirements and expected conduct related to all forms of assessment. Teachers in all groups are able to discuss the specific requirements of the internal assessment in their subject and of the measures that need to be put in place to ensure that this form of assessment is conducted fairly.

Conversations with the DP coordinator reveal that she is familiar with IB requirements and expected conduct related to all forms of assessment and realizes the need to inform candidates about the conduct of all forms of assessment in meetings and individual interviews.

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

**Findings of the Visiting Team:**

The school's detailed action plan includes clear timelines, accountabilities and outcomes regarding the ongoing development of the programme and the pedagogical leadership team describe plans for the future development of the programme. This included details on the number of students and the type of students and was fully corroborated in the conversation with the governing body.

**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:**

The implementation budget shows a wholly appropriate allocation of funds which demonstrate that IB fees can be paid, subjects and the core are offered according to the IB requirements, ongoing professional development can take place and CAS and TOK are fully supported. Discussions with the governing board and the chief financial officer independently confirm that there is a full understanding of what is required from an IB budget and that there is total agreement that the DP in the school should be wholly supported.

Conversations with teachers show that resources to start implementing the programme are in place. For example, the science teachers have all the equipment they require, the teacher of visual arts is happy with the range of materials supplied and teachers, in general, have a range of specific texts which will allow teaching to take place effectively.

**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 reveal that many of the teachers have worked in DP schools before and this was evident in the conversations that took place. The school has provided qualified staff to implement the programme.

**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 teachers show that they have a good understanding of all aspects of IB philosophy along with accurate subject knowledge. The teachers are able to express the impact of workshops on their understanding of their subjects and the fact that different groups of teachers are able to discuss different aspects of the DP with equal amounts of fluency demonstrates that professional development has made an impact.

Furthermore, conversations with the DP coordinator and the chief financial officer and what is written in the action plan demonstrate an ongoing commitment to IB-recognized professional development after authorization in and outside of school.

**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:**

From reviewing workshop certificates the school demonstrates that staff participation at IB-recognized professional development fully meets the requirements for authorization as all DP subject teachers and the leadership team have attended IB category 1 or category 2 workshops in their subject depending on their past experience.

**Practice in Place?** *Yes*

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

### **Findings of the Visiting Team:**

The school's meeting schedule shows collaborative planning time for DP teachers in horizontal and vertical teams and this is backed up by conversations with teachers who were able to reflect on the time allocated by the school for collaborative planning.

**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:**

Facilities describe indicate that the school understands and will be ready to address the requirements of the subjects and the core; this is fully confirmed by the tour of the school.

**Practice in Place?** *Yes*

**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:**

The school describes laboratories that are consistent with the chosen science subjects; conversations with the science teachers show that they consider the laboratories appropriate to start offering the science subjects; the laboratories are equipped so that students can work individually and in groups; and the laboratories have IT resources that ensure the school can comply with IB expectations. The visit to the science laboratories on the school tour fully validates this.

The school describes facilities that are consistent with the requirements of visual arts and the visual arts teacher considers the facilities appropriate to start offering the subject. There are facilities available for working in different mediums and there is an appropriate amount of storage space. The visit to the visual arts studio on the school tour validates this.

**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:**

The school documentation describes IT equipment that support the work of the DP coordinator, staff and students and this is confirmed by conversations with teachers and students. Every teacher and student is in possession of an iPad for school purposes and have the support of members from an IT helpdesk.

**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:**

The school has an appropriate safe in a secure storage room which fully meets the requirements set out in the IB document Annexe 3: secure storage of IB confidential material. The DP coordinator is fully aware of the rules surrounding storage and access.

**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:**

A visit to the library shows that the librarian is available and has been informed about the DP and she understands the role in planning and supporting the DP.

Students in the school have access to JSTOR and Overdrive as virtual collections and a small physical collection. Students at the school also have quick and easy access to local public libraries where a large number of resources can be obtained fairly quickly and the British library where books can be viewed. The only school subscription is to JSTOR. The

combination of these means that there are enough appropriate materials to support the implementation of the DP for students. The school has no formal link with any university libraries.

**Practice in Place?** *Yes*

**The IB recommends that:**

The school to review the physical collection on the recommendation of the teachers and librarian and consider and consider setting up formal links with local university libraries.

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

**Findings of the Visiting Team:**

The course outlines and conversations with teachers indicate that there are resources which are used within teaching on global issues and different perspectives. Students have internet access through individual iPads which are used as a teaching resource and will further support this.

**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 DP coordinator indicate that she is aware of the support the IB may give to students with special educational needs and where to find the information. Furthermore, the school has a special educational needs policy that supports students' access to the DP.

**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:**

The school has a careers counsellor, an advisor on post-secondary education, who has a good knowledge of the DP and of the requirements for university/college entrance in a range of countries. In conversations, she was able to talk about the ways in which the DP can be used as an entrance route to different courses. She also has a good understanding that her role includes advising on course choices and that this will be in collaboration with the DP coordinator.

**The IB commends:**

The school has a system of counseling that has been carefully thought through, is student-centred and further reflects the team approach adopted by the school.

**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 school's subject choices fully comply with IB regulations.

The conversation with the CAS coordinator shows that the CAS programme will comply with IB requirements, that it will start when the DP starts and will be developed over at least 18 months. A biweekly CAS period has been planned, which will further support this.

**Practice in Place?** *Yes*

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

**Findings of the Visiting Team:**

The schedule demonstrates that students will have 240 hours for higher level (HL) subjects, distributed over two years and significantly more than 150 hours for standard level (SL) subjects, distributed over two years.

Conversations with DP teachers validate the schedule and show that they are aware that they must distinguish between the amount of time devoted to higher and standard level.

Conversations with the DP coordinator show that she understands she has a role to play in ensuring the teachers make the distinction in terms of the number of hours.

**Practice in Place?** *Yes*

**The IB recommends that:**

The school to review the number of hours allocated to SL subjects to ensure there is a balance for students.

**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 schedule demonstrates that TOK will be taught for 100 hours over two years and this is confirmed in conversations with the TOK teacher.

**Practice in Place?** *Yes*

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

**Findings of the Visiting Team:**

Conversations with teachers and the overview of the schedule show respect for concurrency of learning. This is further evidenced from comments made in the conversations with both the TOK coordinator and the CAS coordinator in which they both recognize the central role played by these areas in terms of acquisition of skills which are used in all learning experiences.

**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:**

The school partially utilizes the resources and expertise of the community to enhance learning within the programme and conversations with teachers include reference to the resources that can be found in the community nearby or within their recent alumni cohort.

In terms of CAS, conversations with the CAS coordinator show that the school already has connections within the local community which it can utilize.

### **The IB recommends that:**

The school to continue to search for further possibilities to use the expertise of the community to further 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:**

The process outlined in the submitted documentation and within the extended essay guide respect the IB requirements related to the extended essay.

Conversations with the DP coordinator, who will oversee the extended essay process, show awareness of the resources available to comply with the extended essay requirements and that the numbers of extended essay per teacher will be managed. She also realizes that individuals and societies subjects potentially have the highest numbers and mathematics some of the lowest and that therefore these might need to be promoted in different ways.

Conversations with teachers show that they are aware of the extended essay and its requirements and that they are aware of the content of the school's extended essay guide. It is pleasing to see the enthusiasm that teachers have for promoting the extended essay in their subject. They highlight that they already have the EPQ and hence have experience of working with students on activities where there is a focus on research skills.

### **Practice in Place? *Yes***

### **The IB recommends that:**

As the extended essay process progresses, the school to reflect on the timeline for deadlines to ensure that it is the most effective for students and make changes if necessary.

## **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:**

A review of course outlines shows that they include reference to TOK.

Meetings have been and will continue to be scheduled to plan collaboratively within the same subject and across subjects. Conversations with teachers show that where there is more than one teacher in a subject they have met.

Conversations with teachers and the DP coordinator demonstrate that there have been meetings with the TOK teacher to discuss the scope and aims of the course and that they are familiar with the topics of TOK that they will include in their subjects. Overall it is pleasing to see that all teachers have a good understanding of the concept of TOK and individuals and societies and arts teachers are able to articulate exceptional understanding.

#### **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 show that there is strong sense of a team within the DP and hence a strong degree of collaboration within the same subject groups and other groups. Teachers are able to talk about conversations that took place within departmental meetings, in 'share and tell' meetings and informally across departments. In all meetings, there is always the understanding of responsibility to other groups and hence the collaborative nature of the DP is firmly established within the school.

#### **The IB commends:**

The school has a strong team ethos and collaborative planning has been made a central part of preparing for teaching the DP.

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

#### **Findings of the Visiting Team:**

The meeting schedule shows systematic meetings for planning and reflection as well as dedicated time for the collaborative planning of the DP.



Conversations with teachers show that meetings of DP teachers aimed at planning and reflection are taking place regularly and systematically to plan and enhance the documentation and the proposed teaching of the DP.

**Practice in Place?** *Yes*

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

**Findings of the Visiting Team:**

The meeting schedule shows meetings within subjects and across subjects. They indicate horizontal or vertical articulation as an objective and conversations with teachers fully back this up. Although the small numbers in the first cohort mean that many subjects have a single teacher there is still an emphasis within departments on the role of collaborative planning.

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

**Findings of the Visiting Team:**

The school's approach to collaborative planning and reflection indicates all teachers have an overview of students' learning experiences. The strong nature of collaboration within the team and the prevalence of open communication between different groups within the school mean that student learning experiences inform the collaborative planning process. An open-door policy also exists to strengthen support for staff, teachers and students.

**The IB commends:**

The school has developed plans which show a clear understanding of students' previous learning experiences and demonstrate the caring nature of teachers within the school.

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

**Findings of the Visiting Team:**

The school's collaborative planning process intentionally integrates aspects of the approaches to teaching and learning which ensure there are agreed expectations. The fact that teachers are able to discuss differentiation within the classroom and the 'show and tell' sessions adopted by the school are further evidence of this.

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

**Findings of the Visiting Team:**

The school's collaborative planning process intentionally integrates aspects of the approaches to teaching and learning. Discussions with teachers show that differentiation and catering to students' needs is part of their everyday pedagogy and this current practice will continue within the DP.

**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 and learning inform the collaborative planning and reflection processes; teachers and students are very keen to make learning visible around the school. This is in part demonstrated through the use of Google classroom and the significant role played by formative assessment.

**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 that the school's collaborative planning process addresses all teachers' responsibility for the diverse learning experiences and the cultural and linguistic needs of students. The majority of teachers are bilingual in French and English in order to best support 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; it is demonstrated in the course outlines and will continue to be included in their planning process.

**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 the course outlines shows that subject and core requirements are fully understood and addressed. This is confirmed by conversations with all teachers who are able to articulate this in meetings and are able to develop ideas further.

**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 the TOK and the CAS course outline shows that requirements are fully understood and addressed; these are then articulated in conversations with teachers.

The course outlines in general and conversations with teachers verify that they are aware of subject requirements and of the importance of concurrency of learning.

Conversations show that CAS and extended essay guides are in the process of being written and finalized

**Practice in Place?** *Yes*

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

**Findings of the Visiting Team:**

The subject proposal and sample schedule indicate that the curriculum facilitates concurrency of learning. The school has experience of running a number of programmes side-by-side and hence the idea of concurrency of learning is already established within the school.

**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:**

The subject proposal gives an appropriate choice to students regarding both levels and subject. Due to the projected number of students in the first cohort, it is a limited offering and hence is appropriate for the budgetary needs of the school. Discussions with students who will be in the first cohort show that the subject proposal entirely fits with their expectations.

Conversations with the DP coordinator verify that the school is fully aware of the need for student choices to increase in order to help the programme to grow and there are already plans to expand the choices available in the future. Currently, subjects are mainly taught in English.

**Practice in Place?** *Yes*

**The IB recommends that:**

The school to review the subject proposal to ensure that it meets the needs and interests of all students regardless of language ability.

**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:**

The subject proposal, sample schedule and discussions with teachers about collaborative planning indicate that the school has developed its own course of study for each subject on offer. These course outlines show that subject requirements are understood and addressed.

Conversations with the TOK teacher verify that she is aware of course requirements and also provides support to teachers in this area. The school is aware of ensuring that teachers and students understand the importance of TOK and has

made progress on this journey as noted by the understanding that a range of teachers shows in conversations. This is further demonstrated by the fact that the school is currently offering a similar course for students in the year prior to the DP to develop critical thinking skills.

**Practice in Place?** *Yes*

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

**Findings of the Visiting Team:**

The school understands that the course outlines need to be developed further and are the basis for the written curriculum in school. In the discussions with teachers, many brought work with them to demonstrate that further progress has been made with this and conversations with the DP coordinator show that there are plans in place to make the written curriculum available to the school community.

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

**Findings of the Visiting Team:**

In the further work that teachers have done with the course outlines to start to build the written curriculum, teachers make reference to their reviews of their courses according to students' prior learning experiences. This is backed up by conversations with students and parents where both groups comment on the fact that one of the strengths of the school was the fact that teachers had excellent knowledge and understanding of students.

Conversations with the DP coordinator further identify systems that the school will implement 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:**

Course outlines identify these aspects and this is backed up by conversations with teachers who show that they are fully familiar with the subject requirements.

The fact that the school recognizes the importance of the core and the idea that the skills developed within the core are fully relevant to subject areas demonstrate that the school understand the importance of this.

**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:**

Conversations with the CAS coordinator include discussion of opportunities for students to act in response to their own needs and the needs of others.

Conversations with subject teachers show that a number have already started to consider how to incorporate experiences from the local community to understand their own subject.

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

**Findings of the Visiting Team:**

The course outlines include topics relevant to students and conversations with teachers show that they are aware of students' interests and relevant learning experiences to include in their courses. This confirmed in conversations with teachers who have started to consider involving the local community and also the fact that there is an excellent understanding within the school in general of the needs of students.

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

**Findings of the Visiting Team:**

Course outlines include topics related to individual, local, national and world issues and promote both connections between and awareness of these. This is confirmed in conversations with teachers in which a number are able to articulate the importance of using the local environment, but then being able to link this to the wider world. The bilingual nature of the school also adds an extra dimension to this practice.

**Practice in Place?** *Yes*

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

**Findings of the Visiting Team:**

Course outlines include topics related to human commonality, diversity and multiple perspectives. This is confirmed in conversations with teachers and again the importance of bilingualism in the discussions that take place was noted.

**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:**

All course outlines have been designed using current IB publications and conversations with teachers verify that they are familiar with and make use of MyIB.

**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 have been directly involved in the production of, or are aware of, the school's preliminary policies and how they are both reflected in their courses and also influence specific aspects of teaching. For example, teachers are able to discuss the role played by the academic honesty policy within the completion of the internal assessment tasks.

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

### **Findings of the Visiting Team:**

Course outlines include references to the development of the IB learner profile attributes and this is confirmed by conversations with teachers. A strong awareness of the IB learner profile is shown in terms of the role it plays in the classroom to support the effective delivery of the curriculum.

**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 allow for a discussion on teaching strategies to comply with IB aims and objectives. These conversations show a strong awareness of supporting teaching and learning and many different ideas are articulated about how the DP would further support this. There is a strong sense in all conversations that the ideas that the school hold central in terms of teaching and learning are the same as those held by the IB.

### **The IB commends:**

Strategies to support effective teaching and learning are at the heart of what the school does.

## **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:**

A review of course outlines shows an understanding of both internal assessment (IA) and external assessment components and this is fully confirmed in conversations with teachers.

Similarly, both course outlines and conversations with teachers include examples of assessment tools that are consistent with IB assessment and show familiarity with criterion-referenced assessment.

The school has a calendar of internal deadlines for student submission of assessment components which shows understanding of IB deadlines and will support students in trying to alleviate stress points.

**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:**

The assessment philosophy, policy, and procedures have been communicated informally to the school community and there are plans to do so formally once the school is authorized. The Head of School and the DP coordinator both note the importance of this but did not want to make presumptions before a final decision on authorization is made.

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

**Findings of the Visiting Team:**

A review of course outlines shows different tools for assessment consistent with IB philosophy and this is confirmed in conversations with teachers. A number of conversations with teachers took place that discusses the role played by oral assessment and peer-assessment.

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

**Findings of the Visiting Team:**

The preliminary assessment policy, course outlines and conversations with teachers all include reference to formative assessment. The school already makes significant use of formative assessment with younger years and its use within the DP will be natural and a continuation of this practice.

**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:**

The preliminary assessment policy includes references to recording student progress and this confirmed in conversations with teachers. Conversations with the DP coordinator show that she understands her role in supporting this.

**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:**

The preliminary assessment policy includes references to reporting student progress and the school has designed a process to report on assessment to parents.

Discussions with parents show that they are very happy with the way the school currently does this. However, the school still has final decisions to make on this practice and these decisions are dependent on further development of the assessment policy.

### **The IB recommends that:**

The school to continue to discuss and develop systems for reporting student progress which are in line with and reflect the assessment policy.

**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:**

A review of course outlines shows that they note a variety of peer- and self-assessment strategies and conversations with teachers note that these are currently used within the school and that the use of these strategies will continue within the DP.

**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:**

The school has submitted a process for the completion of the extended essay that is consistent with IB regulations and an extended essay guide has been drafted.

Conversations with teachers show their understanding of the completion process of the extended essay. Most of the teachers are already involved lower down the school with EPQ and TPE supervision and hence feel they already have some preparation for working with the extended essay.

**Practice in Place?** *Yes*