

Standard: A1

There is close alignment between the educational beliefs and values of the school and those of the PYP.

Recommendation(s):

The visiting team recommends that the school:

1. continues to develop in students the qualities, attitudes and characteristics described in the IB learner profile so that it becomes more obvious to all those who work in and visit the school.
2. continues to investigate ways of facilitating learning that better promotes authentic student inquiry and the development of critical thinking skills. While there is evidence of inquiry occurring in classrooms, it is a point for further development and discussion with all staff including classroom, single subject teachers and senior management.

| 🕒 | Specific goals | Key improvement strategies | Timeline for goals to be achieved | People involved and responsible | Evidence of progression or success of the achievement of each goal |
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| Post-authorisation | <p>Raising the qualities of the Learner Profile and Attitudes within school so that it is practiced, lived, celebrated and evident to those who work and visit the school</p> | <p>** CWBS students to write their LP statements, incl in Chinese and other mother tongue languages, to define how these look at CWBS and to have these accessible and displayed across the school</p> <p>** Learner Profile display boards at the entrance of the school celebrating the LP philosophy of PYP CWBS</p> <p>** The LP is more evident and celebrated in classes</p> <p>** Learner Profile celebration book placed in the office area, where records and celebrations of examples of living the LP are recorded by SLT / Teachers</p> <p>** Assemblies have a Learner profile / Attitude focus / message that is developed across the school</p> <p>** Continue to purchase selection of books related to the Learner Profiles / Attitudes available in the Library</p> <p>** Using the LP as a tool for self and peer reflection</p> | All ongoing | <p><u>Core people involved:</u></p> <p>PYP Coord SLT</p> <p>PSE Curriculum Leader</p> <p>Teachers</p> <p>Librarian</p> <p>Students</p> | <p><u>Dates and recording of progress:</u></p> <ul style="list-style-type: none"> • <u>Potential Evidence:</u> Members of the community are able to see display boards, as well as witness LP actions, Attitudes, and reflections happening through documented displays, photographs or actual behaviours of the students themselves Pupils more readily reflect on their <u>own behaviours</u> within the LP identity Aligning assemblies with definite profiles or attitudes as a lesson / focus for the weeks ahead. (School wide focus) Incorporating the PSE programmes with LP features to develop these Celebration Books in the school reception area are regularly updated by SLT / Teachers with photos and comments of the celebrated behaviours of the learners themselves – as identified within the LP /Attitudes etc Recognition and nomination of fellow learners within classes and across the school to be acknowledged and celebrated |
| | <p>Make the connections to the Learner Profile more relevant and active within all Units of Inquiry</p> | <p>** Planning: of learning experiences within each UoI to be specifically connected and selected as appropriate in developing the understanding / use of the LP within all subject areas.</p> <p>** Look at this developing across the different disciplines where year groups and specialist focus on similar LP at the same time which allows connections and development of living the LP</p> | Ongoing in both planning and presenting various experiences and connections | <p><u>Core people involved:</u></p> <p>SLT PYP Co Specialists Curriculum Leaders Teachers</p> | <p><u>Dates and recording of progress:</u></p> <ul style="list-style-type: none"> • <u>Potential Evidence:</u> School wide use of the LP begins to underpin the ethos behind teaching and learning and the school culture Teachers utilise opportunities to expand and develop pupils understandings in a various lessons Children's understanding and connections to the LP within and across the UoI and curriculums begins to develop – and they are more able to explain this in their own words / understandings / actions |

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| <p>Promoting authentic student inquiry – in all classrooms and in all subjects</p> | <p>Teaching: **Relooking at our planning of UoI and checking how we are developing students independent inquiries – and addressing their ongoing questions and own intrests ** Continuous PD for all staff on inquiry practice incl looking at developing / investigating various tools of inquiry practice and pedagogy to support inquiry practice within classes ** Inquiry Indicators to be evident in all classes and referred to on a continual basis – to develop understanding of what inquiry may look like ** Depth and Complexity to be introduced to the teachers as a tool for designing authentic tasks and inquiry driven practice in classes ** Inquiry ideas and resources</p> <ul style="list-style-type: none"> • Continually made known to teachers and stored in accessible areas within school • Current online Resources Folder continues • Purchasing up to date / new resources and books accessible to staff • Providing professional readings for all staff to develop their knowledge of authentic student inquiry and how this looks and can potentially be achieved <p>** PYP Co to co-teach with class teachers and specialists to support development of inquiry driven approaches ** Sharing of inquiry practice and journeys between teachers across the school: <i>incl through:</i></p> <ul style="list-style-type: none"> • Maths and Inquiry Working Party • De-privatising classes <p>** Standard D1 : Potential ideas for action are considered encouraged / celebrated</p> <p>Students: ** Providing our students with a range of frameworks which they can confidently use to carry out authentic inquiry (Taught and applied skills) ** Ensuring these frameworks are visible and available in all classes (Visual Cues) ** The learning journey becomes evident within all classes (displays) (reference/ record for the children) ** Encouraging student voice in deciding, designing and presenting their own inquiries, based on their ongoing questions ** Celebrating authentic inquiry within classes / YG's</p> <p>Finding out: **NSW Research Model to be implemented @ CWBS as a school wide tool and approach for researching and sourcing information when students are inquiring</p> | <p>Ongoing follow through and application from 2009 -2012</p> | <p><u>Core people involved:</u></p> <p>PYP Co</p> <p>SLT</p> <p>Inquiry Working Party</p> <p>Curriculum Leaders</p> <p>All teachers</p> <p>G & T Team</p> <p>Students</p> | <p><u>Dates and recording of progress:</u></p> <ul style="list-style-type: none"> • <p>Potential Evidence: Staff become more confident in sourcing, using as well as verbalizing, preparing and sharing tasks that allow for authentic student inquiry</p> <p>Resources continue to been purchased, shared and made available</p> <p>Students are more able to refer to / apply frameworks experienced through their various learning journeys, when carrying out authentic inquiry</p> <p>Inquiry driven tasks and learning experiences start showing greater depth and complexity and there will be a more consistent use of this across the school</p> <p>Students inquiry work and understandings begin to potentially show they have a greater understanding of the "big ideas" and that they can explain this to the people they share their work with</p> <p>Opportunities to record, celebrate and display authentic inquiry will be provided for the students throughout the year</p> <p>Students have a common research framework to access when looking for information for their inquiries</p> |
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| <p>Development of critical thinking skills across the school</p> | <p>** Internal / External PD on various thinking tools to be used across the school</p> <p>** Depth and Complexity differentiation tool to help develop thinking within inquiry</p> <p>** Visual cues are in place in classrooms allowing students frameworks of reference for their thinking</p> <p>**Visible learning environments are evident in the classrooms, where the thinking of the students, through their learning experiences, is evident and shows development and application</p> <p>** Curriculum Leaders begin to define the TD Skills within each area of the curriculum and build up the skills continuum of Thinking Skills and their application within all subject areas across the school</p> <p>** Purchasing of resource books and tools to support the application, tools , understanding and application of critical thinking</p> | <p>2010-2012</p> | <p><u>Core people involved:</u></p> <p>All staff</p> <p>PYP Co SLT</p> <p>Curriculum Leaders</p> <p>G & T Team</p> | <p><u>Dates and recording of progress:</u></p> <ul style="list-style-type: none"> • <p>Potential Evidence:</p> <p>Planning and preparations begin to show explicit connections and consideration for critical thinking skills to be included</p> <p>Explicit teaching of Thinking Skills, as well as opportunities to apply these in all subjects developing in classrooms is evident</p> <p>Depth and Complexity icons and understanding will be used in planning UoI as well as be taught to the children, n for their use at appropriate age levels – as a tool to explain or develop their thinking about the inquiries</p> <p>TD Skills applicable to various curriculum areas will be available, actively and explicitly taught as needed, within the UoI experiences planned</p> |
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| <p>Standard: A2 The school promotes international-mindedness on the part of the adults and the students in the school community.</p> | | | | | |
| <p>Recommendation(s): The visiting team recommends that the school:</p> <ol style="list-style-type: none"> continues to review its plans to ensure that they provide students with opportunities for learning about issues that have local, national and global significance, leading to an understanding of human commonalities. While progress is evident in the development of the programme of inquiry, teachers are encouraged to explore a range of perspectives and resources when addressing the units of inquiry. encourages teachers to ensure that displays throughout the school are purposeful and focused on informing learning as well as celebrating success. Consideration of aspects of visual overload for some students needs to be factored into the way classroom displays are hung and formatted. | | | | | |
| | <p>Specific goals</p> | <p>Key improvement strategies</p> | <p>Timeline for goals to be achieved</p> | <p>People involved and responsible</p> | <p>Evidence of progression or success of the achievement of each goal</p> |

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| <p>Post-authorisation</p> | <p>Providing students with opportunities for learning about local, national and global issues and an understanding of human commonalities</p> <p>(Range of perspectives and resources)</p> | <p>** Identifying common universal concepts within all units of inquiry, as well as across the school</p> <p>** Connection of the concept of being internationally minded in relationship with/to the Learner Profile (Standard A1)</p> <p>**Capitalizing on “teaching moments” through discussions / current news and events local / global <i>(INCL: Access for students to newspapers and magazines that discuss and record local, national, global issues)</i></p> <p>** Purchasing of resources <u>for classrooms</u> which will allow pupils to have access to finding out more of these commonalities / differences and connections we share as humans across the world</p> <p>** Creating a bank of resources and websites that students can access <u>across the school / at home</u></p> <p>** Using Moodle as a vehicle to achieve further education, discussion, as well as raising of awareness and connections between their learning and the world</p> <p>** Display Boards in the downstairs playground will be updated with ideas and relevant information pertaining to local and global issues as decided by staff and students. Question statements to promote and provoke conversations will be included in these displays</p> <p>** Opportunities created across the school for children to be able to share their findings and inquiries when related to global perspectives, including in celebration books shared in the visitors office area</p> | <p>Starting 2010 -2012</p> | <p><u>Core people involved:</u></p> <p>PYP Co SLT</p> <p>Teachers</p> <p>Social Studies Curriculum Leader</p> <p>Student Council Students</p> | <p><u>Dates and recording of progress:</u></p> <ul style="list-style-type: none"> • <p>Potential Evidence:</p> <p>In planning Units of Inquiry we continue to develop and create opportunities for the conversations and awareness of national and global connections when inquiring into the different aspects of the TD themes (Direct reference)</p> <p>Identification of the Universal Concepts within the POI will be shared <u>across the school</u>: namely: Change, Conflict, Exploration, Influence, Order vs Chaos, Patterns, Power, Structures, Systems, Relationships</p> <p>Moodle will have a forum on Internationalism/ being a global citizen that will be updated and allow students a voice in sharing their concerns, ideas, interests – as well as allowing students to learn from articles posted</p> <p>Display Boards could be a reference point for the community to see what the school is addressing regarding being an internationally minded student</p> <p>Specifically chosen resource books, newspapers and magazines will be readily available across the school, for students to access, read, and comment on</p> |
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| <p>To embed a deeper understanding and practice of international - mindedness within the whole community</p> | <p>** PD for all members of the community through staff information sessions, parent evenings and newsletters - inviting and informing parents of internationalism events within the school – as well as opportunities for them to be involved in UoI</p> <p>** PD workshop opportunities to be provided for staff around international mindedness</p> <p>** A regular calendar of International days, events and celebrations are acknowledged and shared within the CWB Community, in a variety of ways (incl Parent community to develop this)</p> <p>** A variety of books, representing the cultures of the school, will continue to be purchased for the library</p> <p><u>Also:</u> See Standard A1</p> <p>** The Learner Profile - as an integral part of being a global citizen is evident and practiced across the school</p> <p><u>Also:</u> See Standard B1</p> <p>** Mother Tongue opportunities being encouraged as a way for learners to share their understandings</p> <p>** Translators available for Parents at Three way conferences and similar events</p> <p>** Considering certain articles in the school newsletter and other communication at the school, to be in more than one language to accommodate the international community we are part of</p> <p>-</p> | <p>2011 onwards</p> | <p><u>Core people involved:</u></p> <p>PYP Coordinator</p> <p>SLT</p> <p>Year Level leaders</p> <p>Teachers</p> <p>Social Studies Curriculum Leader</p> <p>Parent Community</p> <p>Librarian</p> | <p><u>Dates and recording of progress:</u></p> <p>Potential Evidence:</p> <p>Staff and parents are more aware of the concept of being internationally minded and can support students in developing their understanding of this</p> <p>Continually reviewing of the POI - could identify further areas where global / international connections can be indentified and capitalised on</p> <p>Units of inquiry begin to be planned specifically looking at opportunities for raising a local and global focus where possible</p> <p>Learner profile qualities are identified as an integral part of being an internationally minded person</p> <p>Parents, through invitation by the year levels, begin to contribute their knowledge and experience as primary resources to support various units</p> <p>International celebrations are evident in the school diary and are celebrated as and when appropriate or possible (parent community involvement)</p> <p>Connections to other primary resources, across the world, will have been made (i.e other schools / organisations etc)</p> <p>Written work in mother tongue is evidenced in some students learning where needed</p> <p>Translators are available as needed. Communication in more than one language does occur as required or appropriate</p> |
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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Post-authorisation</p> | <p>Continuity of the development of the Programme of Inquiry to ensure seamless transitions between YG's and teachers movements across YG's</p> | <p>** Continual reviewing the POI and the Units of inquiry (Class Teachers /Specialists / Curriculum Leaders))</p> <p>(May each year: to do an annual whole school / YG Curriculum overview)</p> <p>** Sharing of UoI updates at certain staff meetings to develop cross-school awareness of the CWBS POI</p> <p>** PD for all new staff, EA's in support of their understanding of curriculum developments and application, as well as implementation of the PYP</p> <p>**Work collaboratively to embed and strengthen the current focus areas of the PYP framework and the POI (including the ESF/ CWBS focus on):</p> <ul style="list-style-type: none"> • Mathematics (through inquiry and critical thinking) • Science (TD connections to Math's) • International mindedness and the LP • PSPE (Introduce the new Scope and Sequence) | <p>Ongoing –</p> <p>Termly update and reflections as a YG</p> <p>With YG Annual review of the YG incl Curriculum Mapping</p> <p>Meeting with Curriculum Leaders through the year – to relook at the POI and the balance and coverage of Scope and Sequence</p> <p>2009-2010 2010-2011 2011-2012 2010-2012</p> | <p><u>Core people involved:</u></p> <p>SLT</p> <p>PYP Co</p> <p>Curriculum Leaders</p> <p>Teachers</p> | <p><u>Dates and recording of progress:</u></p> <p><u>Potential Evidence:</u> The POI continues to be updated by the different teams and shared with the staff through the year</p> <p>All new staff, EA's have the opportunity for support and training, through Induction programmes, as well as have in-class teaching support, as they adapt to the practise and pedagogy of the PYP Programme</p> <p>Focus areas of the curriculum continue to be developed in depth over the next three years.</p> |
| | <p>Further professional development for teachers of SEN and EAL to ensure understanding of their roles within the PYP</p> | <p>** Collaborative planning with staff to ensure that the SEN team and the YG team are addressing the needs of the students with EAL and SEN,SLC within units, and within the classrooms</p> <p>**SEN staff leading a variety of training and sharing sessions for the staff and EA's, to develop their understanding of the students they are working with in various classes and year groups. This will impact teaching practice within classes which needs to be identified and addressed</p> <p>**PD Training of the SEN staff planned for; including attendance at the IBO workshops</p> <p>** Facilitating for all new staff: workshops regarding EAL / ESL children and their required support within classes</p> | <p>Ongoing 2010-2011</p> | <p><u>Core people involved:</u></p> <p>Howard Topper</p> <p>Sara O Connor</p> <p>Teachers</p> | <p><u>Dates and recording of progress:</u></p> <p><u>Potential Evidence:</u> SEN staff are offered opportunities for further training regarding their needs and roles within the school</p> <p>Follow through from workshops to contribute to the role of the SEN department within CWBS</p> <p>All staff should have access to collaborative planning opportunities and advice from the SEN department, in relation to practice within classrooms, that support the needs of these children</p> <p>Staff have opportunities for training related to the role of EAL within classes – to develop their classroom practice</p> |

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| <p>Identifying effective ways to utilise space and people outside the classrooms to maximize pedagogical approaches of the PYP</p> | <p>** Facilities Action plan in place and being reviewed, to develop best use and adaptation of the areas available, as teaching and learning areas</p> <p>** Year level planning of learning experiences to consider the various areas within the school, that would best suit the activities, and lend themselves to utilising the spaces available in an appropriate inquiry manner</p> <p>**The library will be developed and utilised as a resource and information area</p> <p>** Informing and inviting parents to contribute and join in units of inquiry as primary resources of information (including allowing students to visit their places of work etc to have first hand experiences related to UoI)</p> | <p>Ongoing: ESF Headoffice plans (Buildings)</p> <p>Within the School 2010-2011</p> | <p><u>Core people involved:</u></p> <p>Chris Coyle SLT</p> <p>Librarian</p> <p>Classroom teachers</p> | <p><u>Dates and recording of progress:</u></p> <p><u>Potential Evidence:</u> Classroom shared areas continue to be reconfigured to allow for greater learning spaces within each class.</p> <p>Learning hubs with appropriate and relevant books , technology and resources will be evident in classrooms</p> <p>Various areas within the school will be utilised more regularly and effectively to support learning within inquiry</p> <p>Parents will potentially be involved and participate more regularly within units of inquiry</p> |
| <p>Reviewing of the language policy to better meet the needs of the students</p> | <p>** Reviewing the current Language Policy to include: (Language of Instruction / Additional Languages / ESL, EAL / Mother Tongue)</p> <p>** Through early identification, assessment and analysis of the linguistic background of our students identify those EAL students who would benefit from additional support and to ensure they receive this to enable them to access full curriculum.</p> <p>** To continue to improve the support for mother tongue languages development</p> <p>** Mandarin Working Party to continue to develop the role and active participation of Mandarin within Units of Inquiry – as well as within all classrooms – through working with core teachers supporting the development of Mandarin across the school and curriculum</p> <p>** To create more immersion opportunities in Putonghua/Mandarin</p> <p>** Bilingual displays around the school / classrooms becomes a permanent feature across the school</p> <p>** Also: Standard A2</p> | <p>2009-2010</p> <p>Ongoing</p> | <p><u>Core people involved:</u></p> <p>English: Pauline Uden</p> <p>Chinese: David Fitzgerald Jennifer Do</p> | <p><u>Dates and recording of progress:</u></p> <p><u>Potential Evidence:</u> Language Policy is reviewed and ratified by the School Council.</p> <p>The needs of the students continue to be addressed and relevant support put in place to assist these students</p> <p>EAL students with learning needs continue to be identified, supported and enabled to participate in the curriculum</p> <p>Library contains books from a range of our Mother Tongue languages,</p> <p>Immersion opportunities increased</p> <p>Adults have been actively encouraged to assist students to write some of their work in their mother tongue when trying to explain their understandings</p> |

Standard: C1

A comprehensive, coherent, written curriculum, based on the requirements of the programme and developed by the school, is available to all sections of the school community.

Recommendation(s):

The visiting team recommends that the school

1. continues to develop its curriculum and scope and sequence documents so that they reflect the unique needs of the students of Clearwater Bay School and are in alignment with the PYP.
2. continues to review current practices in the teaching of Mathematics in particular reference to the *Beliefs and values in Mathematics* section of *Making the PYP Happen* p. 81 – 92.
3. expends identified budgets to improve the amount and range of materials available to enable teachers to facilitate Mathematics through inquiry. This will ensure that learning can move beyond worksheets and students will be able to experience hands-on engagements whenever possible and practical.
4. reviews grouping strategies that are currently in place in teaching Mathematics and language stand alone areas.

| ① | Specific goals | Key improvement strategies | Timeline for goals to be achieved | People involved and responsible | Evidence of progression or success of the achievement of each goal |
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| Post-authorisation | Development of the understanding, use and implementation of the Scope and Sequence documents for CBWS | <p>** Introduction, implementation and use of the new / updated IBO Scope and Sequence documents for staff and Curriculum Leaders to be addressed and planned for</p> <p>** Staff training sessions where these S&S documents are discussed, analysed and their implementation alongside the PYP Planner is appropriately prepared for either on IBO planners or within UoI</p> <p><u>This includes:</u></p> <p>** Clarification of what curriculum documents are to be used as the reference documents for CWBS</p> <p>** Decisions by SLT for HOW these documents to be used for tracking and teaching (<i>including the Phases which are part of a continuum</i>)</p> <p>** Developing CWBS tracking documents to show</p> <ul style="list-style-type: none"> • Connections across the curriculum • Students progress • What has been taught | Ongoing 2009 – 2012 | <p>VP / Curriculum Coordinator</p> <p>PYP Co SLT</p> <p>Curriculum Leaders</p> <p>Teachers</p> | <p><u>Dates and recording of progress:</u></p> <p><u>Potential Evidence:</u> Staff are able to effectively refer to the IBO documents and will have gradually gained a greater understanding of these</p> <p>Staff are able to refer to and connect all their planning to these IBO documents across the various disciplines</p> <p>Tracking documents are in the process of being designed to record and comment on student progress and coverage of content</p> <p>Conceptual understandings within each of the disciplines will be linked to and utilised within teaching and learning</p> |

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| <p>Reviewing teaching of Mathematics in alignment with the PYP beliefs and values in Mathematics</p> | <p>UNDERSTANDING: ** Addressing and developing Inquiry skills within Math's. Ongoing PD with all staff – as a school wide focus for the year <i>(Looking closely at the Inquiry Indicators as represented in the Role Of Mathematics in the PYP)</i></p> <p>PLANNING: ** Planning on the IBO Planner using the IBO S&S as the direction we are following and implementing ** Ensuring learning experiences planned for, allow children to ultimately apply their Mathematical knowledge and skills with personal understanding ** Looking at embedding of Math's within the POI, to develop the transdisciplinary connections between the units ** Aligning the TD skills with Mathematical Skills and ensuring these allow for the development of more inquiry driven approaches across the school</p> <p>SUPPORT: ** Establishing a Math's Working Party to help in developing to drive the understanding of Math's within the PYP Programme <i>(These are people who have attended IBO Maths Workshops)</i> ** Sharing <i>(regularly at staff meetings)</i> of Math's ideas being practiced in classes to develop the school wide skills and allow the abilities of the staff to be capitalised on ** PYP Co to teach with teachers in classes</p> | <p>2009- 2011</p> | <p><u>Core people involved:</u></p> <p>Math's Curriculum Leader: Howard Topper</p> <p>SLT</p> <p>Math's Working Group</p> <p>PYP Co</p> <p>Teachers</p> | <p>Dates and recording of progress:</p> <p>Potential Evidence: Staff should have progressed their understanding of Math's across the school and are planning on IBO planner</p> <p>Staff have connected relevant Math's within different UoI, to support the understandings of the central ideas</p> <p>Inquiry pedagogy is to be encouraged, practiced and evidenced far more within the types of learning experiences that have been planned and taught.</p> <p>Math's ideas and resources should be in place to support the teaching and delivering of a variety of experiences within classes</p> <p>Children should be able to more confidently apply mathematical concepts with understanding,</p> |
| <p>Using the allocated budgets to purchase more inquiry driven materials for use in Mathematics to allow hands on engagements.</p> | <p>** Math's Budget and some of the PYP Budget 2009-2011 specifically targeted for purchasing resources that allow ideas for hands on engagements and opportunities within Math's inquiry tasks to continue</p> <p>** Membership of online resources and site and ICT software to support and extend open ended Mathematics experiences, which can also be accessed at home, to encourage opportunities beyond the classroom for Math's inquiry and practice</p> | <p>2009-2011</p> | <p><u>Core people involved:</u></p> <p>Math's Curriculum Leader</p> <p>SLT / PYP Co</p> <p>Math's Working Group</p> <p>Year Leaders</p> <p>Teachers</p> | <p>Dates and recording of progress:</p> <p>Potential Evidence: Math's inquiry focused resources are purchased, available and made known across the school – so that teachers do have knowledge and access to these</p> <p>Requests for appropriated and supportive resources should continually be made know to the Curriculum Leaders and teachers through the Year Leaders</p> <p>Online sites and ICT software should be active and utilised as a resource to support Mathematical understandings and learning engagements</p> |

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| <p>Reviewing groupings within Mathematics and Language stand alone areas</p> | <p>** Use of INCAS / PIPS and other assessment data to guide teachers as to FLEXIBLE grouping according to the abilities of the students</p> <p>** Abilities within different strands of Math's and English to be continually reconsidered and planned for when considering the new IBO continuums that are being introduced.</p> <p>**Differentiation in home room settings to be planned for and consistently happening</p> <p>** Staff training sessions to allow discussions and sharing of approaches for grouping to be shared and developed across the school</p> | <p>Ongoing</p> | <p><u>Core people involved:</u></p> <p>Math's Curriculum Leader</p> <p>SLT / PYP Co</p> <p>Math's Working Group</p> <p>G&T Team</p> <p>SEN Team</p> <p>Year Leaders</p> <p>Teachers</p> | <p><u>Dates and recording of progress:</u></p> <p>Potential Evidence:</p> <p>Flexibility in groupings becomes more evident: according to the children's varying abilities in relation to INCAS /PIPS / as well as the IBO continuums and strands of the tracking documents in place</p> <p>Purchasing of Kagans Cooperative Learning Strategies to offer a large variety of options and types of grouping for pupils – which will be shared with staff –</p> <p>These allow the students to perform in and experience a variety of grouping opportunities, to support them in sharing and participating in their learning</p> |
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| <p>Standard: C2</p> | | | | | |
| <p>The school has implemented a system through which all teachers plan and reflect in collaborative teams.</p> | | | | | |
| <p>Recommendation(s):</p> | | | | | |
| <p>The visiting team recommends that the school:</p> | | | | | |
| <p>1. continues to support teachers so that they can address assessment issues throughout the planning process. It is important that expected evidence of learning is identified in section 2 of the planner so that there is a clear outline of learning outcomes and understandings. These outcomes should be reflected in records such as portfolios and reports.</p> | | | | | |
| <p>2. ensures that teachers plan learning engagements that are focussed on developing an understanding of the central idea in order to move away from a thematic approach.</p> | | | | | |
| <p>3. makes effective use of the PYP planning process across the curriculum and by all teachers. When developing units of work outside of the programme of inquiry around a central idea, teachers use the IB PYP planner.</p> | | | | | |
| <p>①</p> | <p>Specific goals</p> | <p>Key improvement strategies</p> | <p>Timeline for goals to be achieved</p> | <p>People involved and responsible</p> | <p>Evidence of progression or success of the achievement of each goal</p> |

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| | <p>Addressing the summative assessment in the planning process (part 2) so that there is a clear outline of the learning outcomes and understandings</p> | <p>** Continued and focused staff discussions on what would make relevant and constructive summative tasks – especially considering the needs for them to open ended enough with a variety of choices for the students to be able to show their understandings in a way they can express themselves</p> <p>** Encouraging discussion with the staff as to the expected detail in section two of the planner defining the summative task: addressing learning outcomes</p> <p>** Providing samples / resources of summative tasks for staff to refer to for a conceptually driven curriculum (<i>Lynn Erickson resource: Conceptual classrooms</i>)</p> | <p>2010 -2012</p> | <p><u>Core people involved:</u></p> <p>PYP Co</p> <p>SLT</p> <p>G&T Team</p> <p>SEN Team</p> <p>Teachers</p> | <p><u>Dates and recording of progress:</u></p> <p>Potential Evidence: Staff have a more concrete understanding of the structures of the summative tasks – begin to apply this to their specific planners – with the ideas of a transdisciplinary conceptual curriculum better understood / practised</p> <p>Samples of planners and ideas and resources will be available to all staff</p> <p>Section 2 of the planner will clearly indicate</p> <ul style="list-style-type: none"> - An open ended, relevant, realistic task - The tools to be used for assessment - The evidence / criteria the teachers will be looking for when pupils show their understandings |
| <p>Post-authorisation</p> | <p>Planning learning engagements that are focused on developing the understanding of the central idea</p> <p>(Not thematic approaches – 2D vs 3D tasks)</p> | <p>** The introduction of the A3 Developmental planning grid as a tool for supporting development of the lines of inquiry and Stage 4 of the IBO Planner</p> <p>** Tools like GRASPS / Depth and Complexity icons and strategies are shared / taught / utilised when constructing summative tasks: to ensure they are open ended enough to allow children to explain their own understandings of the central idea.</p> <p>** Reflection time throughout and at the end of each unit allows the teachers to record and assess the success of their summative tasks – and the potential for accommodating the direction the unit may take as well as consider improved tasks in the future.</p> | <p>2009 -2012</p> | <p><u>Core people involved:</u></p> <p>PYP Co</p> <p>G&T Team</p> <p>SEN Team</p> <p>All teachers</p> | <p><u>Dates and recording of progress:</u></p> <p>Potential Evidence: The developmental grid can possibly be used as a tool for planning, specifically aimed at identifying how the lines of inquiry are developed and structured, to allow the central idea and big ideas to be understood and inquired into in depth</p> <p>Use of the Depth and Complexity icons / ideas aids in the planning out and thinking by the teachers, where they can verbalise their own big thinking, of the summative tasks they set, and why they are appropriate</p> <p>Reflections of the UoI on the IBO planners can contribute to show careful thought and perspectives of the success of the tasks set and will be reconsidered when revisiting the units</p> |
| | <p>Effective use of the PYP planning process across the curriculum and by all teachers</p> <p>(Single subject teachers)</p> | <p>** Continued training with all the staff on using an IBO planner: understandings are addressed, discussed and developed around the whole planners structure</p> <p>SPECIALISTS:</p> <p>** Music and PE will begin to plan future units on the IBO planner – in connection with the IBO S&S documents – and to ensure understanding and consistency is achieved across the school</p> <p>** Mandarin trial with Year One planners using the IBO planner format will begin</p> <p>** Concepts and Learner Profile become the dynamic links between the specialists and the TD themes being covered by YG's, when units are not naturally embedded within both areas (YG – Specialists)</p> | <p>2010 -2012</p> | <p><u>Core people involved:</u></p> <p>PYP Co</p> <p>G&T Team</p> <p>SEN Team</p> <p>All teachers</p> | <p><u>Dates and recording of progress:</u></p> <p>Potential Evidence: Single subject teachers more confidently begin planning and presenting their own UoI on the IBO planner</p> <p>The teachers planners begin to show greater depth and greater clarity (as opposed to generalisations) - with more details evident and included across the planner</p> <p>Conceptual and LP connections between the Year Levels and the Specialist teachers may be more consistent and provide an in-depth connection across the PYP Curricular experience across the school</p> |

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| <p>Addressing the ways children are grouped and regrouped in a variety of learning situations</p> | <p>** As per Standard C1: Reviewing groupings using assessment data</p> <p>** Through PD and ongoing discussions with staff; differentiation skills and understandings will guide teachers in their flexible re-grouping of children as needed with each task / subject area</p> | <p>2009 ongoing 2010 - 2012</p> | <p><u>Core people involved:</u></p> | <p><u>Dates and recording of progress:</u></p> <p><u>Potential Evidence:</u> Evaluation visit shows evidence of a variety of cooperative learning and grouping strategies are beginning to be used across the school, in a variety of learning situations</p> <p>Kagans cooperative learning strategies have been introduced and been applied within school - cards / posters are available for ready reference for teachers / students</p> <p>Differentiated tasks are evident in classes – which lead to different groupings of students too</p> |
| <p>Differentiated strategies are developed across the school to ensure different learning styles and stages of development are accommodated</p> | <p>** Continued staff development on what differentiation looks like and how we could implement this</p> <p>**Guidelines and professional readings / resources provided to the staff to help them understand / consider how they can best differentiate within lessons</p> <p>** Implementation of our Gifted and Talented / SEN policy to ensure children’s needs are identified early and appropriate provision is made for each student</p> <p>** Through early identification, assessment and analysis of the linguistic background of our students, teachers identify those EAL students who would benefit from additional support and to ensure they receive this to enable them to access full curriculum.</p> | <p>2009 ongoing</p> | <p><u>Core people involved:</u></p> <p>G & T Team SEN Team</p> <p>SLT</p> <p>PYP Co</p> <p>All teachers</p> | <p><u>Dates and recording of progress:</u></p> <p><u>Potential Evidence:</u> Staff beginning to show evidence of differentiated activities and learning experiences planned for in their own classrooms</p> <p>Continued conversations and staff training is encouraged to support development of tools and ideas to support differentiation</p> <p>Ongoing access to resources available for all staff. Professional readings and related documents provided to staff</p> <p>G& T , SEN / EAL children will be provided opportunities to develop their learning and understandings in appropriate ways as suits them</p> |

Standard: C4
There is an agreed approach to assessment, and to the recording and reporting of assessment data, which reflects the practices and requirements of the programme.

Recommendation(s):
The visiting team recommends that the school:

- carefully considers the use of standardized testing and the way that data is gathered and analysed. This should include an examination of the time devoted to such activities, the manner in which staff are approaching these tests, and the way the data gathered, informs teaching and learning throughout the school. All assessments within the PYP need to be relevant and significant to the development of the curriculum and the progress of student learning.
- through an ongoing review of their reporting format, carefully considers developing ways to ensure that evidence of development of the learner profile is reported to all participants in the

| learning process. | | | | | |
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| ① | Specific goals | Key improvement strategies | Timeline for goals to be achieved | People involved and responsible | Evidence of progression or success of the achievement of each goal |
| Post-authorisation | Using the data from standardized testing to inform teaching and learning throughout the school | ** To ensure teachers have a developing understanding and use of the PIPS/ INCAS / ISA and other school wide data through ongoing staff training sessions ** SLT have regular meetings to share and update the current development of the teaching and learning practices currently in place, based on the data analysis, and the needs identified to improving student success ** VP's having continued conversations with their Phases and YG teachers regarding their data and the use of the analysis to inform and develop the learning of pupils ** Individual teachers create an action plan for their class results, and how this information will be used to guide their teaching and learning, within the class/ specific lessons ** Specialists are able to access the data at any time they need to, to inform their teaching and learning or potential concerns | 2009 ongoing | <u>Core people involved:</u> SLT Chris Coyle With the Assessment Working Party Curriculum Leaders All teachers | <u>Dates and recording of progress:</u> Potential Evidence: All staff continue to receive training and access to INCAS and other school wide data data, to allow them to inform their teaching and learning in relevant areas of the curriculum / classes Teachers class / curriculum action plans are regularly updated and checked, to see that children's needs throughout the school are being identified SLT continue to identify focus areas of what needs attention / professional development or further training, to ensure teaching and learning at school continues to progress |
| | Ensuring that assessments within the PYP are significant to the development of the curriculum and the progress of student learning | ** Staff discussions where the documentation of the various curriculum areas are revisited – to check we are addressing the development of the curriculum across the school / from YG to YG, and looking at student learning ** Ensuring the assessment tasks set are in alignment with the overall expectations in the different curriculum areas (including the associated skills) ** Formative tasks / Summative tasks are clearly defined on the IBO planner and our A3 developmental planner (success criteria are explicit and made know to the students) ** Recording of student progress on tracking documents / continuums to show the students understandings and evidence of their learning ** Students will be able to independently explain their new understandings once they have completed an assessment task in various curriculum areas ALSO: ** Refer to Standard: C2 – Addressing summative assessments | 2010 ongoing | <u>Core people involved:</u> PYP Co Chris Coyle with Assessment Working Party Curriculum Leaders All teachers | <u>Dates and recording of progress:</u> Potential Evidence: Planning considers assessments that are significant to the curriculum and the PYP Philosophy- and begins to show progress of student learning Staff continue to have further discussions to develop / extend their understanding of the assessment criteria needed to be addressed Tasks set are more focused on being connected to the expectations of the different curriculum areas Summative task on the planner will support curriculum and student learning – allowing students more options of how they show their understandings Students are more able to discuss and show evidence of their learning in the different curriculum areas – as well as explain their understanding of what they have learned |

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| <p>Developing the ways and evidence of how the Learner Profile is reported to participants</p> | <p>** Review the reporting opportunities currently in use in relation to the LP – including self reflection</p> <p>** Review a variety of reports / reflective tools from other IBO /ESF schools to see how they have reported on LP</p> <p>** Decide how the official reporting process will look after consulting parents, pupils, and staff at CWBS.</p> <p>**Ref: Standard A1: for other opportunities to report LP to people within the school community on a regular basis</p> | <p>2009 – 2011</p> | <p><u>Core people involved:</u></p> <p>Assessment Working Party with Chris Coyle</p> | <p>Dates and recording of progress:</p> <p>Potential Evidence: Students begin conducting self assessments / reflections for the LP and the Attitudes in a variety of situations</p> <p>Class teachers are purposefully assessing and recording the students understanding and living of the LP and Attitudes</p> <p>LP becomes inter connected with UoI and within Specialist lessons – so they can be assessed across the disciplines</p> |
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Standard: D1
Students learn to choose to act, and to reflect on their actions, so that they contribute to their own well-being and that of the community and the environment.

Recommendation(s):
The visiting team recommends that the school:

1. reflects upon the concept of action as described by PYP, and continues to provide and record the way that students respond to the opportunities for action, highlighted by the units of inquiry, and other learning engagements in the school.
2. provides opportunities for authentic student action to be an integral part of and/or an extension of the curriculum.

| 🕒 | Specific goals | Key improvement strategies | Timeline for goals to be achieved | People involved and responsible | Evidence of progression or success of the achievement of each goal |
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| <p>Post-authorisation</p> | <p>Provide and record the way that students respond to the opportunities for action</p> | <p>** Deciding a clear CWBS “vision” of how action opportunities will be encouraged and celebrated within the school</p> <p>** Deciding and sharing as a staff, how action within the Units of Inquiry could be provoked, encouraged and recorded on an ongoing basis</p> <p>** Investigating and creating more opportunities for Action to be recorded and celebrated in all curriculum areas and personal journeys (EG: Display Boards / Newsletters / Celebration Books / Passports OR Action Journal)</p> <p>ALSO: **See Standard A1</p> | <p>Ongoing</p> | <p><u>Core people involved:</u></p> <p>All teachers</p> <p>Students</p> <p>PYP co SLT</p> <p>Students</p> | <p>Dates and recording of progress:</p> <p>Potential Evidence: The staff begin to identify how they can provide and record action with the students – in / out of class – around school</p> <p>Varied opportunities have been introduced to all the students, to record ‘action’ such as photo albums, display boards- etc to which parents can also contribute</p> <p>Students recording and sharing action happens on a regular basis</p> <p>Student members may begin initiating action projects & student initiated displays to celebrate their action around the school</p> |

