



International Baccalaureate®
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IB Primary Years Programme Evaluation Report

Discovery College

Hong Kong

April 2013


School Code: 003544

Visiting Team

Chiqui Colet – Team Leader
Jane Alston – Team Member

School Administration

Mr Mark Beach – Head of School
Mrs Donna Ellery – PYP Coordinator

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Report on the school evaluation



Name of head of school	Mr. Mark Beach								
Name of school	Discovery College			IB school code	003544				
Date	23-04-2013			IB programme	PYP				
Student ages in which all students are engaged in PYP	<input type="checkbox"/> 3-4	<input type="checkbox"/> 4-5	<input checked="" type="checkbox"/> 5-6	<input checked="" type="checkbox"/> 6-7	<input checked="" type="checkbox"/> 7-8	<input checked="" type="checkbox"/> 8-9	<input checked="" type="checkbox"/> 9-10	<input checked="" type="checkbox"/> 10-11	<input checked="" type="checkbox"/> 11-12

Dear Head of school,

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

The aim of programme evaluation is for the IB to ensure on a regular basis that the standards and practices of the programme are being maintained. The IB is aware that for each school the implementation of an IB programme is a journey, and that the school will meet these standards and practices to varying degrees along the way. However, it is expected that the school makes a commitment towards meeting all the standards, practices and programme requirements.

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

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

The report includes the following.

- **Feedback on the self-study process:** Analysis of the self-study process carried out by the school.
- **Commendations, recommendations, matters to be addressed (MTBA):** A list of those practices and programme requirements that resulted in commendations, recommendations or matters to be addressed, together with:
 - the commendation, recommendation or matter to be addressed

- related finding(s)
 - indication of recommendations that are repeated from the previous report (whether from authorization or evaluation)
 - indication of whether the school has already included appropriate actions for the identified recommendations or matters to be addressed in their action plan
 - indication of the evidence to be provided by the school in case of matters to be addressed.
- **Conclusions:** A table of conclusions for each standard. If there are matters to be addressed by the school within the standard, it will require significant attention.

Outcome of the evaluation process of your school

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

Based on the findings included in the report, the IB has not identified any matters to be addressed.

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

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

Yours sincerely,



Ian Chambers

Director, Asia Pacific

Process of the school's self-study

	Visiting Team
Timeline: The self-study took place over at least 12 months.	Number of months 12
Stakeholders involved: Those involved in the organization and implementation of the programme contributed to this process: members of the governing body, administrators, teaching and non-teaching staff, students and parents.	Yes
Gathering evidence: The self-study is evidence based, drawing on existing school documentation and reflecting actual practice in the school during the period under review.	Yes
Reflection in teams: Meetings were organized, allowing time for reflection, discussion and collation of evidence, if applicable.	Yes
The levels of implementation of practices: The school has provided descriptors for assessing the practices.	Yes

Section A: Philosophy

Standard A

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

Practice 1	The school's published statements of mission and philosophy align with those of the IB.
Findings of the team	<ul style="list-style-type: none"> In 2009, the school started to revise its mission statement. All stakeholders were involved in this process and there was a clear effort to align it with the IB mission statement. The school's mission and philosophy are published on its website and school publications but are not visible in shared areas in the school. The school statements of mission and philosophy include references that the school: <ul style="list-style-type: none"> values education that goes beyond academic development encourages awareness beyond the individual and his or her immediate community.
Recommendations The IB recommends that:	<ul style="list-style-type: none"> the school displays the school and IB mission statements in shared areas around the school in order to remind community of their shared goal.
Support in IB Documentation	<i>Making the PYP happen: A curriculum framework for international primary education, p.2</i>

Practice 3	The school community demonstrates an understanding of, and commitment to, the programmes(s).
Findings of the team	<ul style="list-style-type: none"> • Where the school mentions the PYP in its website or other literature, it does so in accordance with IB copyright policy. • The logo used in its promotional material is the one to be used by IB World Schools. • Beliefs and values are shared with/by all sections of the school community through assemblies, school functions, parent meetings, workshops, publications, parent volunteer opportunities, etc. • Conversations with parents, students and other members of the school community demonstrate an understanding of the programme. • Conversations with various stakeholders of the school demonstrate their understanding of and commitment to the programme and its implications for the school. They are actively involved in endeavours to support the implementation and improve the programme at the school.
Commendations	The different stakeholders in the community are involved in committees whose work has a significant impact on various aspects of school development and curriculum implementation. This joint community effort has led to the school's achievement in all aspects of the development of the IB philosophy.
Support in IB Documentation	<i>Making the PYP happen: Pedagogical leadership in a PYP school, p.2</i>

Practice 6	The school promotes open communication based on understanding and respect.
Findings of the team	<ul style="list-style-type: none"> • The school has organized frequent meetings with different stakeholders to share the plans of implementation of the PYP. • Interactions and communications with different stakeholders are open and frequent through newsletters, meetings, publications, website, email, etc. • Parents are comfortable during the meeting and voice their questions and concerns. Teachers express themselves openly during meetings. Students express themselves openly and respectfully. • Student, staff and parent handbooks include procedures for decision-making, participation and collaboration. • Newsletters, publications, website, email, etc. are made for and by students, parents, and staff. • Essential agreements on the use of these modes of communication are agreed upon and understood by all. Parents express that they are encouraged to be in close contact with their child's classroom teacher and are welcomed into the school.
Commendations	Various stakeholders expressed their appreciation for the culture of collegiality and respect that in the school. This was also observed throughout the visit.
Support in IB Documentation	<p><i>Making the PYP happen: A curriculum framework for international primary education, p.4</i></p> <p><i>Making the PYP happen: Pedagogical leadership in a PYP school, p.5, 17. IB learner profile booklet</i></p>

Conclusion of the IB

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

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

Section B: Organization

Standard B1: Leadership and structure

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

Practice 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 team	<ul style="list-style-type: none"> The description of how the governing body is kept informed of the ongoing implementation and development of the programme indicates that a system has been put in place. Conversations with the governing body show that: <ul style="list-style-type: none"> it is aware of and involved in the implementation and development of the programme at the school. they are actively involved in the daily life of the school, participating and organizing events such as teacher induction and parent information sessions. They also make efforts to get to know the children personally through informal ways - There is a transparent approach to school governance. Conversations with the pedagogical leadership team show that: <ul style="list-style-type: none"> it has kept the governing body informed about implementation and development of the programme at the school. systems are in place to keep the governing body informed about the ongoing implementation of the programme.
Commendations	The school has fully developed strategies to ensure the understanding of the governing body of the implementation and development of the programme.
Support in IB Documentation	<i>Making the PYP happen: Pedagogical leadership in a PYP school, pp.2, 8, 11</i>

Conclusion of the IB

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

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

Section B: Organization

Standard B2: Resources and support

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

Practice 1	The governing body allocates funding for the implementation and ongoing development of the programme(s).
Findings of the team	<ul style="list-style-type: none">• The school's projected budget provides sufficient allocation of funds so that:<ul style="list-style-type: none">○ IB fees can be paid○ ongoing professional development can take place○ meeting time is facilitated.• Conversations with the governing body shows understanding and support of the financial requirements of the programme.• Conversations with teachers show that resources to implement the programme are in place or have been planned to be in place. The school is working towards financial independence from the English Schools Foundation. The governing body has made long term financial plans for the sustainability of the programme.
Commendations	The governing body is well aware of the financial implications in the implementation of the programme. It has also made long term provision for high quality facilities and resources to develop and support the programme.
Support in IB Documentation	<i>Making the PYP happen: Pedagogical leadership in a PYP school, pp.3, 5–7</i>

Practice 2	The school provides qualified staff to implement the programme(s).
Findings of the team	<ul style="list-style-type: none">• All teachers have been able to attend at least one IB workshop.• Conversations with the pedagogical leadership team indicate that systems are in place for ongoing development and training of teachers to ensure that they are qualified to teach the programme.• The school provides support for teachers to gain recognized qualifications.• The school succeeds in maintaining qualified staff.• Recruitment seeks to balance the retention of and hiring of a range of experience among staff. Teachers and educational assistants attend a variety of workshops and conferences including non-IB workshops.
Commendations	The school provides relevant opportunities for staff to gain the qualifications necessary to support them in implementing the programme.
Support in IB Documentation	<i>Making the PYP Happen: Pedagogical leadership in a PYP school, p.13</i>

Practice 5	The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).
Findings of the team	<ul style="list-style-type: none"> • Facilities (and plans for facilities) as described in the school self-study allow for the aims and objectives, and programme needs to be met: <ul style="list-style-type: none"> ○ PE: access to a sports facility. The school has gymnasiums, football fields, tennis courts and a swimming pool ○ Technology: equipment is continually upgraded and use of various technological gadgets, (e.g. laptops, tablets, etc) are offered. There are laptop trolleys for each year level increasing to one to one access in year 6. The school has their own MAC service centre ○ Arts: materials are offered in the classroom and there is a dedicated art room ○ Sciences: equipment to enable inquiry into science and a fully equipped lab dedicated to the primary school including access to secondary school labs as needed ○ Drama: there are blackbox and whitebox theatres and a fully equipped theatre ○ Music: a dedicated music room.
Commendations	The school has allocated funding for facilities that enhance the implementation of the programme at the school above what is required. Specialist learning areas have been developed to support the arts/scientific explorations/environmental studies/sport/ technology.

Practice 9	The school has systems in place to guide and counsel students through the programme(s).
Findings of the team	<ul style="list-style-type: none"> • Teachers are aware that they have the responsibility to support each student's personal, social and physical development through all learning engagements. • Teachers show awareness of the systems in place to guide and counsel students through the programme. Pastoral care is seen as a whole school initiative. Teachers describe the role of the phase leaders and the PYP coordinator in supporting pastoral care. The school has implemented a Restorative Practice program that includes student, parent and teacher leaders as facilitators. Training is provided across the school.
Commendations	The school has established an effective Restorative Practice counselling system.
Support in IB Documentation	<i>Making the PYP happen: A curriculum framework for international primary education, p.112</i>

Conclusion of the IB

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

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

Section C: Curriculum

Standard C1: Collaborative planning

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

Practice 1a	The programme of inquiry and all corresponding unit planners are the product of sustained collaborative work involving all the appropriate staff.
Findings of the team	<ul style="list-style-type: none">• There is a published programme of inquiry.• Planned regular meetings have clear objectives.• Unit planners are a product of a sustained collaborative effort.• Teachers involved in a specific units of inquiry all meet regularly to review, refine and reflect upon the unit.• The PYP coordinator is able to explain the collaborative method selected for the development of the programme of inquiry.• PYP teachers are involved in meetings for collaborative planning of the curriculum for PYP, as appropriate.• Teachers are able to explain how the development of the PYP planners is a product of sustained collaborative work. Teachers volunteer for different curriculum development teams. The refinement of the POI is planned for the coming school year and it is foreseen that a committee will be formed to do this.• The PYP coordinator has developed a system for facilitating the development of the programme of inquiry and all subject areas.
Recommendations The IB recommends that:	<ul style="list-style-type: none">• the school ensures the programme of inquiry is the product of whole-school sustained collaborative work.
Support in IB Documentation	<i>Developing a transdisciplinary programme of inquiry, pp.6–11</i>

Practice 3	Collaborative planning and reflection addresses vertical and horizontal articulation.
Findings of the team	<ul style="list-style-type: none"> Documents related to meetings show that time has been planned for collaboratively developing horizontal and vertical articulation. Teachers are able to describe how the planning process allows them to collaborate and reflect on the vertical and horizontal articulation of the programme.
Recommendations The IB recommends that:	<ul style="list-style-type: none"> the school further ensures that the vertical and horizontal articulation of the curriculum is developed collaboratively.
Recommendation repeated from previous report	Yes
Support in IB Documentation	<i>Developing a transdisciplinary programme of inquiry, pp.8–9</i>

Practice 7	Collaborative planning and reflection is informed by assessment of student work and learning.
Findings of the team	<ul style="list-style-type: none"> Teachers are able to explain how assessed student work informs the refinement and revision of the programme of inquiry and corresponding unit planners. There is a systematic way of recording and accessing information on student progress. These records are used by teachers when planning individual units of inquiry and developing different aspects of the curriculum.
Commendations	The school has developed a system of recording ongoing student assessment that informs collaborative planning.
Support in IB Documentation	<i>The Primary Years Programme as a model of transdisciplinary learning, pp.9, 13</i> <i>Making the PYP happen: A curriculum framework for international primary education, p 31</i>

Conclusion of the IB

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

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

Section C: Curriculum

Standard C2: Written curriculum

The school's written curriculum reflects IB philosophy.

Practice 1	The written curriculum is comprehensive and aligns with the requirements of the programme(s).
Findings of the team	<ul style="list-style-type: none"> Subject-specific scope and sequences address all the elements of the PYP. All units have been documented according to the PYP unit planning process. PYP planners are used by classroom teachers and single subject teachers separately as records of planning, assessment, reflection and recommendations for revision. Where there are transdisciplinary links, single subject teachers write an addendum to the class planner.
Recommendations The IB recommends that:	<ul style="list-style-type: none"> the school takes steps to integrate single subject area planning within the planner to ensure that these are coherent records of student learning.
Support in IB Documentation	<p><i>Developing a transdisciplinary programme of inquiry</i></p> <p>Subject-specific scope and sequence documents</p>

Practice 1b	The school ensures that there is a coherent, horizontally and vertically articulated programme of inquiry.
Findings of the team	<ul style="list-style-type: none"> Each unit stands alone as an engaging, challenging, relevant and significant experience. The last whole school POI review took place three years ago.
Recommendations The IB recommends that:	<ul style="list-style-type: none"> the school facilitates a curriculum review process involving all teachers, with the aim of ensuring that the school has a coherent, horizontally and vertically articulated programme of inquiry. The school focuses on the link between the central ideas and the lines of inquiry, ensuring that the guidelines for developing central ideas are referred to during the POI review.
Support in IB Documentation	<p><i>Making the PYP happen: A curriculum framework for international primary education, p.56</i></p> <p><i>Developing a transdisciplinary programme of inquiry, pp. 6–11</i></p>

Practice 6a	The written curriculum provides opportunities for student learning that is significant, relevant, engaging and challenging.
Findings of the team	<ul style="list-style-type: none"> There are central ideas outlined in the programme of inquiry that relate to concepts that are significant, relevant, engaging and challenging. There are central ideas that are value laden. Reflections recorded on individual unit planners indicate how past units offered significant, relevant, engaging and challenging learning opportunities.
Recommendations The IB recommends that:	<ul style="list-style-type: none"> the school reviews its current central ideas to ensure that they align with the criteria set out by the IB.
Support in IB Documentation	<i>Making the PYP happen: A curriculum framework for international primary education, p.5</i>

Practice 9	The written curriculum is informed by current IB publications and is reviewed regularly to incorporate developments in the programme(s).
Findings of the team	<ul style="list-style-type: none"> • Unit planners and curriculum documents follow guidelines established in current IB publications. • The phase leaders and the PYP coordinator oversee the regular review of the written curriculum alongside IB publications. • Teachers are familiar with the OCC. • Unit planners and curriculum documents reflect the use of current IB publications. The last POI review was done three years ago.
Recommendations The IB recommends that:	<ul style="list-style-type: none"> • the school further develops essential agreements or a policy for whole-school review of the programme of inquiry.

Practice 9a	There is a system for regular review and refinement of the programme of inquiry, individual units of inquiry and the subject-specific scope and sequences.
Findings of the team	<ul style="list-style-type: none"> • The PYP coordinator and teachers are able to explain the system for the regular review and refinement of the programme of inquiry, units of inquiry and the subject-specific scope and sequences. • The PYP coordinator and teachers are actively engaged in the review and refinement of the curriculum documents in various capacities. • There is no published set of essential agreements on the review and refinement of the programme of inquiry. • The last whole school programme of inquiry review was carried out three years ago.
Recommendations The IB recommends that:	<ul style="list-style-type: none"> • the school develops a collaborative system for the regular review and refinement of the programme of inquiry.
Support in IB Documentation	<i>Developing a transdisciplinary programme of inquiry, p.10</i>

Conclusion of the IB

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

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

Section C: Curriculum

Standard C3: Teaching and learning

Teaching and learning reflects IB philosophy.

Practice 5	Teaching and learning supports students to become actively responsible for their own learning.
Findings of the team	<ul style="list-style-type: none"> Displays and samples of assessed student work show examples of student independent inquiry. Classroom observations show examples of students being actively responsible for their own learning. Teachers and students can give examples of learning experiences where students were encouraged to be actively responsible for their own learning. Students are able to discuss and describe their own learning.
Commendations	Students are actively responsible for their own learning.

Practice 8	Teaching and learning demonstrates that all teachers are responsible for language development of students.
Findings of the team	<ul style="list-style-type: none"> • Teachers can give examples of how they have supported language development of students. There are a few English as an Additional Language (EAL) students who receive additional support from the Learning Development Team and Educational Assistants. • Classroom observations show teachers exercising their responsibility for the language development of students. There is a co-teaching model in place involving the class teacher and Mandarin teacher in teaching the Mandarin class.
Commendations	The school has adapted a variety of learning experiences to support the language development of students.

Practice 11	Teaching and learning incorporates a range of resources, including information technologies.
Findings of the team	<ul style="list-style-type: none"> • Teachers and students can give examples of how a variety of resources, including specialized equipment and learning technologies, are used in learning. • Classroom observations confirm that all classes have ready access to a variety of resources, including information technologies available in the classrooms and in the shared areas in the school. Learning experiences incorporate a wide use of a range of resources, including specialized equipment and learning technologies in all the grade levels and across different subject areas. • Teachers provided opportunities for students to inquire on concepts and express their learning through information technologies. Students were observed to be knowledgeable in their use of different gadgets and educational programs on the computers and mobile devices.
Commendations	Teachers and students make optimal use of information technology in teaching and learning situations.

Practice 14a	The school provides environments in which students work both independently and collaboratively.
Findings of the team	<ul style="list-style-type: none"> • Classrooms are arranged in such a way as to allow students to work independently and collaboratively. • All learning areas (classrooms, library, etc.) are conducive to working independently and collaboratively. • Classroom furniture is designed in such a way that it encourages opportunities to work both independently and collaboratively. • Classroom observations show students working both independently and collaboratively. • Teachers allow students the flexibility to decide whether to work independently or collaboratively.
Commendations	The school has provided carefully planned facilities, classroom layouts and furniture that allow students to work independently and collaboratively.

Practice 16	Teaching and learning develops the IB learner profile attributes.
Findings of the team	<ul style="list-style-type: none"> • Students and teachers can give examples of learning experiences that develop the IB learner profile. • Unit planners indicate specific IB learner profile attributes that are focused on for each unit of inquiry.
Recommendations The IB recommends that:	<ul style="list-style-type: none"> • teachers further adapt learning experiences to enhance the development of the IB learner profile attributes and make use of the language of the learner profile across the school.
Support in IB Documentation	<i>IB learner profile booklet</i>

Conclusion of the IB

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

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

Section C: Curriculum

Standard C4: Assessment

Assessment at the school reflects IB assessment philosophy.

Practice 1a	Assessment at the school is integral with planning, teaching and learning.
Findings of the team	<ul style="list-style-type: none"> Submitted unit planners indicate pre-assessment, formative and summative assessment tasks. Reporting is aligned with the assessment philosophy of the PYP. Unit planners include assessment tasks that are specific to what is being taught and allow student learning to be continually supported. However, the evidence of learning and the tools and strategies for assessing student learning are not indicated on the planners. Classroom observations show that students are actively engaged in planning and assessing their own learning. Students document assessments that provide information on their learning experiences.
Recommendations The IB recommends that:	<ul style="list-style-type: none"> the school ensures that the evidence of and tools and strategies for assessing learning are indicated in the planners.
Support in IB Documentation	<i>Making the PYP happen: A curriculum framework for international primary education, p.31</i>

Practice 1c	The school provides evidence of student learning over time across the curriculum.
Findings of the team	<ul style="list-style-type: none"> The PYP coordinator and teachers have collected samples of student work that provide evidence of student learning across the curriculum. Various forms of documentation (e.g. portfolios and report cards) provide evidence of student learning over time across the curriculum. The school records ongoing student progress through a Data Record Keeping (DRK) document, which is available to all teachers. This system allows the school to track student progress from year to year. Conversations with teachers show how gathering of evidence to substantiate assessments is valuable in teaching and learning and reporting.
Commendations	The school has well-established methods of documenting and providing evidence of student learning over time across the curriculum.
Support in IB Documentation	<i>Making the PYP happen: A curriculum framework for international primary education, p.47</i>

Practice 2	The school communicates its assessment philosophy, policy and procedures to the school community.
Findings of the team	<ul style="list-style-type: none"> • The school has a published assessment policy. • Teachers demonstrate an understanding of the philosophy of PYP assessment. • The school community, including parents, are aware of the school's assessment policy. • The school community, including parents, understand the philosophy of PYP assessment.
Commendations	The school community, including parents, understand and support the philosophy of PYP assessment.
Support in IB Documentation	<i>Making the PYP happen: A curriculum framework for international primary education, p.54</i>

Practice 4	The school provides students with feedback to inform and improve their learning.
Findings of the team	<ul style="list-style-type: none"> • The assessment policy states how teachers will provide students with feedback to inform and improve their learning. • Criteria for success in assessments are clearly identified for students and teachers. • Assessments are designed to allow teachers to give feedback to the students and parents. • Samples of student work show comments from teachers on formative assessments. • Samples of student work provide evidence of teacher feedback. The school phase leaders have conducted a survey on student views on assessment and teacher feedback. Action has being planned based on survey results.
Recommendations The IB recommends that:	<ul style="list-style-type: none"> • the school continues to develop practices for providing feedback from teachers and peers.
Support in IB Documentation	<i>Making the PYP happen: A curriculum framework for international primary education</i>

Practice 7	The school analyses assessment data to inform teaching and learning.
Findings of the team	<ul style="list-style-type: none"> Teachers can give examples of how assessment data is used to inform teaching and learning. Sample planners show teachers' reflections under the section: To what extent did we achieve our purpose? The school gathers assessment data using the DRK.
Commendations	The school has put systems in place to regularly analyse assessment data to inform teaching and learning.

Practice 8	The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
Findings of the team	<ul style="list-style-type: none"> Samples of assessed student work contain student reflections and self-assessments. Students can show examples of self-assessment strategies. In conversations, students and teachers demonstrate understanding of the value of self-assessment.
Recommendations The IB recommends that:	<ul style="list-style-type: none"> the school supports students in documenting peer/self-assessment activities to enable them to reflect on these over a period of time.

Conclusion of the IB

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

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