

The International Middle Years Curriculum

Accreditation Visit to International School of Koje April 2017

Introduction

Each school using the International Middle Years Curriculum (IMYC) is able to apply for IMYC Accreditation. It does this by completing an IMYC Self-review Report and then submitting it with evidence for validation. To achieve IMYC Accreditation, a school must meet nine key criteria at 'Developing' or 'Mastering' level.

International School Koje has applied for IMYC accreditation. The validation of its self-review culminated in a visit to the school on date of visit 24-27 April 2017. Isabel du Toit and Jane Denby conducted the visit.

Context

The International School of Koje (ISK) is a not-for-profit co-educational international school for children from Foundation (4 years old) to Year 9. It is located in Geoje, South Korea on Korea's second largest island in a small, lively town of Okpo. In 1975 DSME (Daewoo Shipbuilding and Marine Engineering) created an international school for their contractors children called Daewoo Foreign School. In 2002 the school was established as an independent organisation and was renamed Okpo International School. In September 2013 the school name was changed to the International School of Koje and together with Koje College, both have now become part of a not-for-profit foundation called the Seyoung Foundation.

In May 2013, the school moved to a new school site with 27 classrooms, a gym, library, science lab, music and art rooms and outdoor sport and play areas.

The International Primary Curriculum is followed to Year 6 and then the International Middle Years Curriculum for years 7-9. There are 36 students currently in the Middle Years section and 40 nationalities represented. There are a total of 285 children in the Primary school including those in the Nursery at the time of the accreditation.

The Senior Leadership Team (SLT) consists of an overall Principal, two Assistant Principals and a Head of School for each of the 3 following school sections: Infant, Junior, and Middle.

There are also 11 Leaders for Learning, who have responsibility for IPC, Language Arts, Maths, EAL, Learning Support, Mathematics and Technology, Sports, PE, Korean, PSHE, and the Arts.

There are two leaders that are directly responsible for the IMYC; the Head of Middle School and the IMYC leader.

The school was awarded IPC Accreditation in May 2016 with aspects of 'Mastering' in Criterion 2: A shared vision about the kinds of children we are helping to develop, Criterion 4: International Mindedness, Criterion 8: Implementation of themes through independent yet interdependent subjects

This is the school's IMYC first accreditation.

The Accreditation Visit Activities

To check and confirm the school's judgements in the school's self-review report the Accreditation Team:

- studied the school's judgements set out in its IMYC Self-Review report
- toured the school
- observed lessons in all classes
- observed and talked to all students in and around the school
- talked with the headteacher at the start and end of each day
- talked with the deputy headteacher and IMYC leader
- talked with all the new and established teachers
- talked with groups of new and established parents
- talked with groups of students in M1, 2 and 3, and talked with students during lessons and in dedicated year group meetings
- studied a wide range of documents
- carried out a survey of all middle years parents
- met as the accreditation team to discuss and agree judgements against each rubric

In addition, the team leader underwent a rigorous quality assurance process by two senior colleagues from Fieldwork Education, to explain and justify the evidence base that led to each judgement.

Findings

Criterion 1: A clear focus on improving learning

The learning definition of the school is:

Learning is a lifelong adventure by which our brains make connections between the knowledge we gain, the skills we develop and the understanding that deepens over time.

The school judges its performance against this criterion as ‘Developing’.

The following examples are from our observations and discussions:

Learners

In all classes learners know and can articulate what they are learning, reflect on their learning and can use these reflections to improve their learning.

The evidence we saw to validate the self-review across the mileposts included:

- In all classes learners knew and were able to talk about their learning targets the teachers identified.
- The school uses the broad IMYC Learning Goals and then identifies certain specific narrower outcomes they call learning targets. These are displayed on the interactive whiteboards and regularly referred to throughout the lessons.
- In all classes learners reflect on their learning frequently. The reflections are of a wide variety and noted in a book for each subject. For example, learners used the AfL rubrics to self assess, identify next steps and reflect on their skills learning.
- Learners looked for links with the Big Idea (in all classes but also specifically in the home room classes) and used the IMYC Reflective Journaling questions to develop their understanding on the three different levels identified by the IMYC namely, subject understanding, understanding of how the learning links to the Big Idea and making personal meaning (personal understanding).
- Learners used these reflections to identify next steps and improve their learning.

In M1 students were working on their individual art projects and the learning target was ‘ be able to apply media to communicate mood and theme in an artwork.’ A student reflected on their artwork and discussed with the teacher that they thought their picture was too pretty. They wanted the oil spill to look ugly to convey the mood of sadness and ugliness that they associate with pollution. They then planned to make certain changes to better reflect the mood they wanted to create.

In M 2 in a language arts lesson the team saw students being given strategies to help them reflect on their learning through the use of an acronym ARMS to help them revise their essays and improve on them. A student compared their learning with their last school and said it was easier to remember through the IMYC as the reflection helped them to not forget what they had learned at ISK.

In M 3 in a physical education class the success criteria for high jump was demonstrated and explained clearly several times to ensure the students understood the seven steps involved. The students then practiced it and worked in pairs to share reflections and advice on how to improve through supportive peer assessment. The students also used tablets to record their peers jumping over hurdles, this encouraged thoughtful self-assessment. One student shared that they thought that they were doing it well but when they looked at the video they realised that they were using the wrong technique.

Teachers

All teachers make explicit the learning goals and provide appropriate reviews with students to help them improve their learning.

The evidence we saw to validate the self-review across the whole school included:

- All teachers make explicit the Learning Goals at the beginning of every lesson and refer students to them throughout the lesson
- All teachers have a clear focus on improving student learning and use various strategies to ensure appropriate progress
- All teachers help the students to reflect on and improve their learning on a regular basis. For example, using Kagan structures like quiz quiz trade (reflecting on and embedding knowledge), and treasure hunt for reflecting on understanding.
- All teachers use skills rubrics to support students to review their learning, identify next steps and suggest activities that will help them to improve and reach the next level.
- The Learning Support and EAL teachers plan collaboratively with other teachers to ensure that the learning goals are accessible for the students that they support.
- Teachers were seen during lessons to be providing feedback orally to the students to improve their learning
- Next steps were seen written in most subjects to review students' learning and to help improve their learning
- Teachers meet every two weeks and start the meetings by sharing and celebrating great learning they have seen over the last weeks.

Leaders

All leaders develop the capacity with their teachers, learners and community, to ensure opportunities to improve learning takes place in all classes.

The evidence we saw to validate the self-review included:

- Leaders have a scheduled meeting with all teachers every Wednesday; facilitating collaborative planning, training and support with the IMYC pedagogy, process and philosophy.
- Leaders encourage teachers to keep updated professionally; including supplying funds for training and resources.
- Leaders developed and implemented a mentor system where every teacher is allocated 2-4 students, depending on how many classes they teach in the Middle School section, to regularly mentor them during the following learning opportunities: supporting the Exit Points, keeping track of their William Pike community service and supporting social needs.
- A whole school Learning Day for all students and teachers is organised by the leaders once a term. The main learning focussed the senior leadership team decides outcomes. Then the leaders arrange activities to support them. This allows students to work across year groups and helps to develop their social and leadership abilities.
- Leaders organise whole school professional learning on a regular basis developing capacity in the teachers to improve learning in all classrooms. Training in using Kagan structures and strategies, around growth mindset and Dylan Wiliam 'Formative Assessment' have given teachers more strategies to support the needs of the adolescent brain and the IMYC Process of Learning.

- Leaders, through the fortnightly Learning Showcases, which include TED talks, activities and discussions, share with students elements of the IMYC such as the research behind the needs of the adolescent brain, the Process of Learning, the significance and development of knowledge skills and understanding.
- Leaders carry out Looking for Learning observations in classes for 2 to 3 lessons per week, helping to improve learning as well as regular more formal visit to ensure quality planning and implementation.
- Leaders send out fortnightly newsletters, run information evenings and coffee mornings to give the opportunity to the community (parents) to learn more about the IMYC.
- Leaders support new members of staff by buddying them up with a more experienced teacher when possible, and regularly checking to see if they need any extra support to help them adapt to use the IMYC.
- Leaders, in the regular staff meetings, always start with asking teachers to share examples of great learning that has happened that week and this helps keep the meetings learning focussed. A separate short morning meeting is used to share information.

Community

Most members of the community know what their children are learning about and support their child's learning.

The evidence we saw to validate the self-review included:

- Members of the community know what their children are learning in school through weekly emails, Haiku website -this is a website developed by ISK and shared with students teachers and community to share information about the student's learning through home learning, projects, a newsletter every two weeks, Exit Points, student led conferences, parent teacher conferences, reports, displays throughout the school and information sessions with teachers and leaders.
- Members of the community shared that the school had an open door policy and that they were very accessible, so they felt they could contact all teachers whenever they had a question or had some concerns about their child.
- Some parents attended information sessions organised by the school.
- Parents supported their children's learning by visiting the school during Exit Points and giving feedback to help improve students' learning.
- Parents supported their children's learning by helping with the preparations for the musical production 'Peter Pan'. For example parents helped to sew the costumes, helped with makeup, translated the programme and helping during the shows.
- Parents enjoy attending Spring, Winter and informal concerts produced by the music department and supporting their children.
- The ISK Art Gallery which showcases art produced by the students during the units is well attended
- In the IMYC survey (20 respondents) 85% of the parents said their child (children) shared with them what they learned about in school.
- Most parents that completed the survey were involved in supporting their child's (children's) learning at home. For example one parent said: ' I regularly question our child about topics that we know he is learning about (from the information sessions or parents meetings). If he responds using a word or term that I believe is "advanced" then I ask to explain what that means. I dig a little deeper each time to ensure that he understand the term, its context and that he is not just repeating something he has read in a book or heard in class.'

Fieldwork Education

Improving Learning

During a meeting with members of the community a parent shared with us that his son, in a home learning task for Social Studies, had to study the day's news (printed or online) and identify five highlights. He supported his son to find the news and was pleasantly surprised at the level of conversation they could have about world news and the impact of global events on them.

The accreditation team judges the school to be 'Mastering' for Criterion 1.

Criterion 2: A shared vision about the kinds of students we are helping to develop

The school judges its performance against this criterion as 'Developing'.

The shared vision of the school is: *At ISK our mission is to:*

- *Care for each other and the world around us*
- *Enjoy learning,*
- *Be confident, global citizens*
- *Challenge ourselves to do our best*

The IMYC Personal Dispositions are referred to by ISK as IMYC Personal Goals to create a common language throughout the whole school.

The following examples are from our observations and discussions:

Learners

In all classes learners can articulate and demonstrate all aspects of the shared vision about the kinds of students the school is helping to develop.

The evidence we saw to validate the self-review across the year groups included:

- In all classes learners were able to explain their involvement in developing the shared vision and how they think expectations around the vision have changed for them from primary school.
- During the weekly 'Learning Showcase' learners are involved in activities around the personal goals which help them develop a deeper understanding of what they mean to a middle years student
- Students showed a deepening understanding of the IMYC personal goals and were seen to use them in all classes and shared with the team how they used them at school and at home.
- All middle school students are involved in the William Pike challenge and were able to explain how the project helps them to improve their understanding of the IMYC Personal Goals and International Mindedness.
- All learners could explain how they had developed their understanding of the IMYC Personal Goals over time, especially now that they are in the Middle School. They often described it as 'more depth' or 'deeper' understanding, for example one student explained that in primary school 'respect' had meant to 'be nice to everyone' to her while in middle school- especially during the IMYC unit, 'Respect'- they 'thought about what it really means'.

In M 1 student explained that they used the shared vision and personal goals in all their classes and even when they concentrated on one each month they used all, 'all of the time'.

In M 2 students in the 'Discovery' unit considered morality as they looked in depth at ocean pollution in an art project and reflected on the challenges and solutions and who was to blame for it. Students were keen to share their thoughts about this with the team and showed their learning through a wide range of media.

In M 3 students in social studies demonstrated thoughtfulness as they considered multiple perspectives and put themselves in the position of a slave or slave trader.

Teachers

All teachers articulate and demonstrate all aspects of the shared vision about the kinds of students they are helping to develop.

The evidence we saw to validate the self-review across the whole school included:

- The school's shared mission statement and the ISK Personal Goals posters and visuals were evident across the whole of the learning environment from the doormats as you entered the school, to posters in the canteen and library and in every classroom. There were displays of the ISK Personal Goals in every classroom and in some they had student's reflections around them. They had been translated into Korean in the Korean class.
- The Personal Goals are linked in the planning in all subjects and teachers shared with the team that they encouraged students to reflect on them themselves and to take ownership of the personal goals they were using over a period of time to develop a deeper and more mature understanding of them.
- All teachers regularly refer to the Personal Goals naturally during classes in all parts of the lesson; often highlighting them at the beginning and in the plenary, but also during research and recording activities. They have mature conversations with students about the PG whenever they see the opportunity, including asking what it means to them.
- All teachers link personal goals to the IMYC unit they are using during the six weeks, especially with units such as 'Respect' and 'Identity' that facilitated a lot of reflection on the shared vision.
- All teachers use the William Pike award and other outdoor adventure trips to help develop the school's vision about the kinds of students they are helping to develop through the community service.
- All teachers demonstrate aspects of the shared vision and consistently show respect to their students. A teacher shared how they showed students that they also needed to work at resilience and adaptability as they themselves had to learn some new sports which they had not tried before in order to coach students.
- All teachers encourage the students to work collaboratively when appropriate and used Kagan cooperative strategies to help students work with all their peers such as 'rally robin', 'coach robin' and 'timed think pair share.'
- In Language Arts the students were discussing a book called 'Flowers for Algeron' about a man that had learning difficulties and was operated on to make him 'normal'. It touched on moral issues (such as experimenting on animals and the idea that people with learning difficulties are less valuable) and the teacher used the story to challenge students to develop deeper understanding of the shared vision.

Leaders

All leaders develop, strategically plan and revisit the documented shared vision of the students the school is helping to develop. They build a culture with teachers, learners and community to ensure the vision has impact on all aspects of school life.

The evidence we saw to validate the self-review included:

- The mission and vision statement was reviewed in August 2015 and a review is planned for August 2017. A lengthy process was used to review it with all stakeholders.
- Leaders have designed and produce a parents handbook which introduces new members of the community to the shared vision.
- All leaders have reflected on and made improvements to the Learning Showcase and plan the outcomes around the Personal Goals as well as other outcomes to ensure the vision has impact on all aspects of school life.
- Leaders decided to keep the turtle - they use 'Moogy' the turtle as a mascot for the personal goals across the whole school but the coloured pencil logo with each colour representing a personal goal is used mainly with the middle years students as it is more appropriate for them. There is a Spirit day each month to celebrate a specific personal goal and students and teachers are encouraged to wear the colour representing the personal goals for that month.
- When the accreditation team visited, Thoughtfulness was the Personal Goal the school was focussing on and associated with the colour yellow.
- Leaders continue to develop the William Pike Award each year as it links very closely with the school's shared mission statement. Through the community service aspect, students are encouraged to care for the world around them and they are expected to try a new activity for twenty hours, and also participate in five outdoor activities to challenge themselves. Leaders put in place structures to ensure there is a range of activities to give students the chance to try out new activities such as golf and paddle boarding.
- Leaders have adapted the school's 4 B's – 'be a learner, be safe, be respectful, be your best' to make them more appropriate for students in the middle years. These help embed the school's shared vision and are used as routines in the classrooms.
- Leaders, through newsletters and information sessions, share the school's vision and the importance of developing the IMYC Personal Goals.

Community

Most members of the community know about the shared vision of the students the school is helping to develop, and support the development of this with their own children.

The evidence we saw to validate the self-review included:

- All parents are made aware of the importance of the Personal Goals, as there is a whole section on personal learning on the report card.
- Parents knew about the shared vision of the school and believed that the school had developed those personal qualities within their children by giving them learning experiences within school and also outside school.
- Parents shared that the ISK students showed aspects of the school's shared vision and that they felt this was strength of the school.
- One parent mentioned that students cared for each other and also younger students in the primary school, which they were impressed by and they felt this had been developed in their child since they joined ISK.
- Parents shared that their children had developed confidence as they have had so many opportunities to develop this quality through drama, playing in tournaments, presenting in front of their peers and entering competitions, and it was a life skill that they valued. Several parents shared that this was much more developed than in their children's friends in their home country
- Parents receive newsletters that have a focus on the personal goal of the month.
- In the IMYC survey, 90% of the parents were aware that the school has a shared vision of the kinds of students the school is trying to develop.
- Most parents in the survey shared that they used the shared vision to support and develop their child (children) at home.

During a meeting with students they shared that the shared vision and the personal goals were so embedded that it 'comes naturally, it becomes a practice and it just happens. We use them all the time and we make connections all the time.'

The accreditation team judges the school to be 'Mastering' for Criterion 2.

Criterion 3: Implementation of practices that support five key needs of the adolescent brain

The school judges its performance against this criterion as 'Developing'.

The school has developed a unique way for the whole school community to remember the five key needs of the adolescent brain called PRISM:

- **P**eer enriched learning
- **R**isk taking in a safe environment
- **I**nterlinking learning
- **S**upport during transition from primary to secondary education
- **M**aking meaning

The following examples are from our observations and discussions:

Learner

All students know about and participate in practices that support the identified needs of the adolescent brain, and can articulate how they have an impact on improving their learning.

The evidence we saw to validate the self-review across the mileposts included:

- Students are taking risks through drama/music/art and can explain why that is important for their learning as an adolescent.
- The school supports the transition from primary through systems that students participate in and all students can explain why they need this support and can explain the impact on their learning. For example 'class swop' for year 6 and supporting planning and developing independence through the use of student planners.
- All students regularly reflect on their learning and can explain why making 'sense' and finding the 'place' - i.e. where the learning fits in with what they already know'
- All students knew how the IMYC uses the Big Idea to interlink all learning and could explain why it was important. All students try to find links to the Big Ideas (and even between subjects) once a week during home room periods and display their reflections on the collaborative boards in the Middle School corridor.
- All students knew the value of working with peers and one student explained that even though they worked better on their own, it is important for their brain to work with others as well.

In M 1 students described how they were not allowed to go back to their lockers in the middle of their lessons, helping them develop their ability to plan ahead independently. One student explained how their prefrontal cortex is still 'developing' and they need support.

In M 2 a student shared how the difference in learning with the IMYC was that they get to know 'why' they should learn about something- making meaning they are not learning something just because they 'go to school'. That helps them to remember the learning and not lose it through 'pruning'.

In M 3 in a homeroom meeting students shared their thoughts regarding burial and funeral practices with each other after reading news article a student shared with them. The safe environment created by the teacher and students allowed them to be open and take risks discussing their thoughts around this.

Teachers

All teachers can articulate why they use practices that support the identified needs of the adolescent brain, and how they can be implemented to help improve students' learning. This is evident in everything that happens in terms of learning and teaching.

The evidence we saw to validate the self-review across the whole school included:

- All teachers use projects such as the William Pike challenge to help students take risks in a safe environment. For example, as part of the challenge they have to try activities they had not tried before such as kayaking, paddle boarding and skiing.
- In PSHE the school uses Kaleidoscope as a curriculum to give structure to the lessons. The teacher at the start of each class reinforces three success criteria: Respect myself and others, can opt out but don't cop out and everything discussed stays in the room. This helps build a safe environment so that the students can take risks discussing sensitive subjects.
- All teachers support the students with the transition to secondary school by making sure they use the structures the school has put in place, but also by continuously encouraging more independent learning and decision making in their students. For example, in a treasure hunt activity the teacher asked the students to develop the questions that will lead them to the treasure themselves, using their own knowledge of the subject and supporting developing planning abilities.
- All teachers make links to the Big Ideas in their planning; it is evident in displays in and outside the classrooms and referred to consistently in their everyday practise.
- All teachers use Kagan structures to organise students in more formal groups and can explain why it is important for students to learn with their peers. (For example Shoulder buddies)
- The Learning Support and EAL teachers discussed that they recognised it is very important for adolescents to work with their peers and so tried to keep the support provided to 'in class support', as much as possible, and not to take the student away from group work.

Leaders

All leaders develop agreed and documented practices that support the identified needs of the adolescent brain, ensuring that they are shared with the school and implemented in a way to help learners support the students' learning.

The evidence we saw across the whole school included:

- Leaders developed the mnemonic Prism to help the students remember the 5 needs of the adolescent brain and shared it widely with the whole school community. It is deeply embedded throughout the whole school and community.
- Leaders encourage teachers to trial a new Kagan cooperative learning structure every month to build up a range of strategies to support the need of the students to work with their peers
- Leaders support teachers to help students take risks in safe environments by organising initiatives like the William Pike award.
- Leaders support teachers and learners to interlink their learning on the collaborative boards in the MS corridor
- Leaders support students to develop independent organisation skills (support with transition to secondary) by supplying each student with learning diary and built the Haiku website to allow students access to their learning and home learning expectations.

- Leaders organise with the primary school a transition day for Y6 to visit the middle school. They are shown the environment and are buddied up with students so that they can ask questions of a peer.
- At the start of the first term they have a three-day establishment phase where the M1 students stay in their homerooms and learn about the structures and systems of the middle school.

Community

Most members of the community know about the identified needs of the adolescent brain, and support these outside school.

The evidence we saw to validate the self-review included:

- Members of the community were able to attend an information evening about the research on the needs of the adolescent brain and the school's strategies to support them hosted by the leadership. If parents could not attend the information evening they were sent a reminder email with a link to the slides.
- Parents that attended the meeting with the accreditation team shared various examples of how their children were encouraged to take risks in a safe environment for example, the Cambodia trip to build houses for poor families, or in another example, to take part in sporting tournaments although their child was scared of the exposure.
- A parent shared that his child used to ask him many questions about *why* he should learning about mathematics and since joining ISK the questions have disappeared because the teacher was supporting him to make meaning through the use of real life scenarios.
- A parent shared how, after her husband attended the information session on the needs of the adolescent brain, they felt that they could understand and support him better when they see some of the things mentioned in his behaviour and not judge him for it.
- Another parent shared how their child is now much more 'organised', they don't have to remind them of things all the time. (This refers to the need for support from primary as their pre-frontal cortex is still developing, especially supporting with organisation)
- In the parent survey parents shared how they could understand their children a bit better, one parent noted: 'Our child is going through a lot of changes and these needs help us to understand what they are learning and how they is learning, and how we can assist them in this process.'

During a meeting with parents one parent shared with us how he has become aware of how important it is to allow his son to make decisions in a safe environment. He shared with us that out on a walk his son wanted to swim in a cold stream and he allowed him to make his own decision, expecting him to jump in. His son surprised him by deciding that it was not safe, showing mature decision making skills.

The accreditation team judges the school to be 'Mastering' for Criterion 3.

Criterion 4: International Mindedness.

The school judges its performance against this criterion as “Developing”.

ISK’s definition of International Mindedness (IM): ‘ International Mindedness is learning who we are, being open and connecting to our world.’

The following examples are from our observations and discussions:

Learners

In all classes learners are aware of and engage with their school’s definition of international mindedness, which has an impact on their learning and helps deepen their sense of self and other.

The evidence we saw to validate the self-review across the mileposts included:

- In all classes learners are aware of and engaged with the definition of international mindedness, which is visible everywhere.
- In all classes learners undertake the William Pike Award each year and enthusiastically shared how it has deepened their sense of self as they try new out activities and find out what they enjoy and also carrying out community service. (This year they are helping to build houses in Cambodia)
- Learners shared how they carried out community service such as helping around the school, and raising money for charities. At the Spring Carnival a group of students from M2 and 3 made jewellery and bookmarks in their break time and sold them on a stall and raised over 150,000 Korean Won.
- Learners carried out a local beach clean up for part of their community service and this helped them reflect on their learning in art around polluting the ocean. This developed their sense of local community and also connecting to the wider world.
- Students are encouraged to enter international competitions in Art, for example the Ocean Awareness contest. (This year’s theme is Ocean Pollution: Challenges & Solutions). Students also studied artists from their home countries as well as Korean artists, developing their sense of self and other.
- In Korean classes students learn about the culture of their host country Korea, as well as the language.

In M 1 a student shared that in PSHE they can explore their own personal identity through the topics discussed, as they were becoming a teenager and had to deal with unfamiliar emotions.

In M 2 several students shared with us that they had helped others in their holidays, illustrating their deepening sense of self and other.

In M 3 students discussed that they had become more internationally minded over the last year as they had got to know students from all over the world and learn about their cultures.

Teachers

All teachers provide resources and planned learning opportunities for international learning in order that students can develop and deepen their International Mindedness.

The evidence we saw to validate the self-review across the whole school included:

- All teachers provide resources and planned learning opportunities in international learning, for example:
 - In P.E. they were asked to research a sport from their home country
 - In art they looked at Korean artists and artists from around the world
 - In music they were learning about four chord progression in C major and were asked for home learning to find a song which showed this from their home country and
 - Students have to read the latest world news headlines over the weekend and write a 'test' on Mondays about it in social sciences
- Teachers allow and encourage mother tongue usage in some classes for researching and recording activities.
- Teachers support activities introduced by leadership such as the William Pike challenge in all classes.
- Teachers nominate classes for the IMYC award every month, encouraging students to develop their IM and be proud of how they support others.
- Teachers were very aware that students need to show progression from primary school with IM and shared that they broke down the definition of IM in three parts;
 - 'Learning who we are' is for young students;
 - 'Being open' for more senior primary children and
 - 'Connecting to our world' more appropriate for the middle school students

Leaders

All leaders develop, embed and review with teachers, learners and community a shared definition of International Mindedness that is underpinned by the IMYC's beliefs, is part of the school's shared vision, and impacts on improving learning throughout the whole school.

The evidence we saw to validate the self-review included:

- Leaders developed the school's definition of International Mindedness with the learners, teachers and community and this is reviewed on a planned cycle along with the other definitions.
- Leaders explained how it could be broken into three parts showing the journey that students take from developing a sense of self to being more globally aware and the part that they can play in the world.
- Leaders encourage students to develop internationally through the William Pike Award. The leaders are very involved to make this a success and a leader shaved his beard and hair after the students raised more than 2.5 million KRW toward to the Cambodia trip. The trip is a major IM moment at ISK.
- An International award is presented to one class in the school every term and Kraken (the year 9 class) was nominated for the next one. Two students were so motivated by this fundraising opportunity they also shaved their hair along with the leader.

- Mother tongue is encouraged by the leaders through supporting classes in Mandarin, Russian and French; building up a mother tongue library and encouraging the use of mother tongue for researching when appropriate.
- Leaders support the deeper understanding of international mindedness by setting up structures for volunteering in the school and the local community
- Leaders have developed the capacity for each teacher to mentor up to four students to help them reach their goals with the William Pike Challenge
- Leaders organise regular trips locally and also outside Korea, for example trips to sporting events in Korea and the trip to Cambodia

Community

Most members of the community have awareness of what International Mindedness means in terms of the learning that students' experience, and the members of the community demonstrate international mindedness through their involvement in various aspects of school life.

The evidence we saw to validate the self-review included:

- Members of the community are aware of the School's definition of IM and were involved in the review in August 2015. 95% of the parents that completed the survey were aware of what IM means at the school.
- Parents were aware of the newspaper headlines social sciences initiative and supported their children to develop a greater sense of the world beyond their own community and school, many parents shared the in depth discussions they had with their children.
- Parents are aware of, value and support school initiatives around community service and shared with us their children were encouraged to try an activity they would never have tried before.
- Parents are involved in fundraising for community projects through casino and quiz nights and the Spring Carnival.
- Parents were involved in collecting clothes for various charities in the local community such as Aikwangwon, which fundraises for homeless people', and the families that they were supporting through the William Pike Award trip to Cambodia.
- Parents help run after school clubs; for example Russian club.
- Parents were involved in the International day, providing food from their home countries to share with the community.
- Parents support the homeroom teachers by volunteering to be class parents and also are members of the active Parent Teacher Association.
- In the survey, parents were asked about opportunities their child (children) had to develop their IM, one parent said: 'Over the couple of years we've been here, there have been various activities that help encourage International Mindedness, from shared activities with local Korean schools, to songs and cultural activities at assemblies and in class, mother tongue clubs, Skype info sessions with people from other countries, voices around the world etc.

- Most parents that completed the survey commented on how they were involved in various aspects of schools life: (some examples)
 - o 'The school always ask us to join or being involved. The school arrange information meetings before and after the service trip'
 - o 'I was asked to translate 'personal goals' into my own language and did it.'
 - o 'I brought food from my country and share it on International Day. I also donate items for the Cambodia service trip. I also came to the Art gallery that were made by students'
 - o 'I joined in the Mandarin group of kids on one of the learning days. I used to run the after-school Mandarin club on every Wednesday.'

A student shared with the team how learning about artists from all over the world made them aware of the issues around pollution of the oceans, as one artist uses bits of material such as plastic bottles to express his concern in his art. They described how that has influenced them to recycle more and every time they recycle they think about the effect of pollution on oceans and countries many hundreds of miles away.

The accreditation team judges the school to be 'Mastering' for Criterion 4.

Criterion 5: The significance and development of knowledge, skills and understanding.

The school judges its performance against this criterion as ‘Developing’.

The following examples are from our observations and discussions:

Learners

In all classes learners can articulate and demonstrate the differences between knowledge, skills and understanding and how these differences impact on their learning.

The evidence we saw to validate the self-review across the mileposts included:

- Posters explaining the differences between knowledge, skills and understanding are displayed all over the middle years section; in corridors and in classrooms. Symbols are used to differentiate knowledge (light bulb; on or off) a hand for skills and a brain for understanding.
- All students were able to articulate the differences between knowledge, skills and understanding and explain why differentiating between them helps their learning.
- In all classes students were encouraged to use mnemonics and Kagan structures as tools to remember knowledge. For example students in all year groups described how quiz quiz trade helps them to help each other to remember knowledge.

In M 1 a student clearly showed their understanding of the differences between knowledge, skills and understanding and explained that by using the rubrics and learning advice from the teacher they could ‘upgrade’ themselves by practising a skill. ‘The next steps help to move us along to improve ourselves.’

In M 2 a student explained that ‘reflection really helped you to understand’ and if you understand something it helps you to remember what you have learned’. Another student explained that mnemonics used in his language arts class (ARMS) really helped him to revise his text, making it easy to remember what to do next to improve his argumentative essay.

In M 3 students explained that ‘it helped to know which type of learning the lesson was focussed on’ and it ‘helped you to learn better.’

Teachers

All teachers can articulate, demonstrate, develop and embed the differences between knowledge, skills and understanding in all aspects of learning and teaching in the IMYC.

The evidence we saw to validate the self-review across the whole school included:

- All teachers signpost knowledge, skills and understanding in their planning and teaching and learning practices, it is embedded in everything they do.
- All teachers have different teaching strategies for the different the types of learning - Knowledge, Skills and Understanding, for example, developing mnemonics to memorise Knowledge and allowing practice for skills. Even when teachers develop their own ‘Learning Targets’ (see Criterion 1) for their subjects, they continue the practice of signposting Knowledge, Skills and Understanding.
- All teachers use extended student reflection; on links to the Big Idea, the Personal Goals and skills rubrics to help the students develop their understanding on the different levels.
- All teachers use the IMYC Learning Goals to plan differently for knowledge, skills and understanding outcomes in the subjects and for Personal Goals and IM. The Korean teachers use the IMYC Additional Language Learning Goals to make sure they signpost Knowledge, Skills and Understanding, even though they use a different programme to teach the Korean language

Leaders

All leaders put in place structures and systems so that the learning goals of each subject of the IMYC are the foundation of the IMYC learning. These structures and systems help learners, teachers and community understand the significance of the differences between Knowledge, Skills and Understanding and how this impacts on all aspects of learning and teaching in the IMYC.

The evidence we saw to validate the self-review included:

- All leaders developed a template report for teachers' year planning to make sure they have covered all the IMYC learning goals for their subject. This helped the leaders to ensure that the IMYC Learning Goals and tasks form the basis of all subject teaching and learning. These structures helped all teachers to plan for a year for their subject.
- All leaders also tracked the personal goals and the IM goals using the same document to ensure holistic learning in the IMYC.
- All leaders developed the necessary systems to ensure the signposting of Knowledge, Skills and Understanding for all teaching and learning with the IMYC. This is shown teacher's' planning, displays and regular reference to learning targets in every lesson.
- Leaders have embedded the practice with teachers and learners of prioritising learning goals before identifying an activity, to help the students to reach the IMYC Learning Goals
- The leaders organise three learning days per year, to share certain key strategies of the school with teachers. The last learning day was devoted to knowledge, skills and understanding.
- The leaders have developed the Haiku website where teachers can post home learning signposting Knowledge, Skills and Understanding, and illustrating how each impacts on student learning.

Community

Most members of the community know that the different learning goals, which underpin the IMYC relate to Knowledge, Skills and Understanding and how this impacts on learning.

The evidence we saw to validate the self-review included:

- All parents are made aware of Knowledge, Skills and Understanding, for example, the report card gives feedback on each using different criteria.
- All members of the community have access to their child's learning in classes as well as expectation of home learning through fortnightly newsletters and Haiku.
- Parents are involved in helping students reflect when it is part of home learning and described advanced learning conversations between them and their children.
- Parents joined information sessions, which gave them more information about the practice of signposting Knowledge, Skills and Understanding.
- Displays around the school highlight the differences and how this impacts on learning, which makes it visible to the whole community.
- Most of the parents (80%) were aware that the IMYC Learning Goals relate to Knowledge, Skills and Understanding (the other 20% recognised the descriptions) and that 95% thought signposting of Knowledge, Skills and Understanding helped their child (children) learn better.

Fieldwork Education

Improving Learning

During a meeting with a Korean teacher they clearly explained how they mainly taught knowledge as it was a language lesson but they also helped develop understanding of the Korean culture through discussions and also real life situations by organising cultural events such as learning about the tea ceremony and students tried it out for themselves.

The accreditation team judges the school to be 'Mastering' for Criterion 5.

Criterion 6: Rigorous students learning with supporting structures and systems

The school judges its performance against this criterion as ‘Developing’.

The following examples are from our observations and discussions:

Learners

In all classes students engage in rigorous learning, taking responsibility for aspects of their research and recording, and have an enthusiasm to share their learning with others.

The evidence we saw to validate the self-review across the mileposts included:

- In all classes learners are appropriately challenged, for example, they are given the choice of the level they want to work at. (Beginning, Developing and Mastering) If they found the level to be too easy or difficult they can change to another level immediately.
- In all classes learners take responsibility for aspects of their research; for example, in ICT and Computing students were asked to research and find the best camera for the teacher's requirements (he wanted to photograph building and landscapes). Students were asked to identify the ‘best’ websites to get the information themselves and ‘buy’ the camera. Independently, students had to test whether the website was trustworthy according to a set of criteria identified in a previous lesson.
- In all classes learners take responsibility for their recording and are often given the choice of how to present it. For example in a social sciences class students’ recording was in the form of slide shows, animation, videos, or posters.
- Learners are encouraged to take part in subject related competitions to share their learning, for example, Mathematics students take part in the Math Kangaroo competition, a worldwide competition that provides high challenge and helps raise standards (10 students took part in this year’s competition) and the Art Students took part in the Ocean Awareness contest.
- Learners felt that the learning they were experiencing was at the appropriate level to prepare them for the next phase of their learning. Students compare their learning regularly with that of friends and even with exams for the next level (e.g. IGCSE) in their home countries.

In M1 students were engaged in a chemistry experiment, which allowed them to carry out their own experiment into the question of how certain ingredients for making a rubber ball will influence the height it will bounce. They changed the independent variables (proportion of ingredients) and measured the height of the ‘bounce’. Each group discussed the outcomes within their group and adjusted their recipes for the repeat of the experiment the next day. The students took care with their experiments and measurements; they were very also very engaged.

In M 2 a student shared that they enjoyed researching in pairs as they’ found out more about the topic if you shared with others’. They explained that it helped them recap and consolidate their learning.

In M 3 a student told us that they were given a research task in Science that they particularly enjoyed. They had to research how specific enzymes impacted on the digestive system and although they were given one enzyme to do the research on, they were given freedom to use any resources they chose. They could report on it in many different ways. They could choose between a slide show, animation, videos, or written versions such as a report or a poster and were encouraged to try different ones in different activities.

Teachers

All teachers ensure their students' learning is rigorous, appropriate and sufficient, and plan, teach, differentiate and intervene in a way that ensures this.

The evidence we saw to validate the self-review across the whole school included:

- All teachers used the template provided by the leaders to plan the learning in their subject for a year (to ensure coverage of the IMYC LG) and for a unit (to make sure they linked to the Big Idea, supported the needs of the adolescent brain, Personal Goals and IM)
- All teachers plan for engaging and challenging learning that facilitates enquiry.
- All teachers plan for differentiated activities, for example; students are asked to identify the level they think they have attained for a skill (Beginning, Developing, Mastering) and then given activities appropriate for their level designed to help them to progress to the next level. Students are also allowed to change levels if find they did not self-assess accurately, during activities.
- Korean teachers have adapted the additional language learning goals for the advanced and beginner Korean groups to allow for differentiation.
- The Learning Support and EAL teachers provide 'push in' and 'pull out' sessions for the students that they support, depending on their needs and the learning outcomes. The learning support teacher meets on a planned basis with the mathematics and language art teachers to discuss differentiation strategies and interventions to ensure that the needs of the students are met appropriately.
- Teachers use websites such as Edutopia to learn about new teaching strategies and implement them in their classrooms.

Leaders

All leaders ensure that the necessary structures and systems are designed and implemented to ensure rigorous student learning.

The evidence we saw to validate the self-review included:

- Leaders develop, implement and quality assure the necessary structures and systems designed to ensure rigorous students learning; for example 'year planning' templates to ensure coverage in all subjects, assessment and evaluation structures and related systems.
- All leaders supported subject teachers to make sure they use the proforma as a 'live' document and make sure that all the IMYC learning goals are covered even if they are moved to be covered in another unit.
- Leaders visit classrooms regularly (2 or 3 lessons per week) to assure that rigorous learning is taking place in every classroom.
- Leaders have weekly meetings with IMYC staff to support staff and discuss planning and rigorous practice.
- Leaders ensure that teachers use enquiry based teaching strategies (research, record) even if teachers are designing their own tasks to reach the IMYC Learning Goals
- Leaders support teachers to enrol students in subject competitions such as the Mathematical Kangaroo (An International Mathematics competition where over 50 countries are represented.) every year.
- Leaders reflect on rigorous student learning and adapt structures where necessary. For example, an extra lesson per week was introduced for Mathematics when the need became clear (after analysing the results from the ISA Maths exam) and an extra reading lesson was introduced after the similar exam for English showed up the need.

- Leaders support subject teachers to reflect on the order of the units to facilitate great opportunities for music and art learning, such as M1 carrying out an art project so they can enter the International Bow Seat Ocean Awareness competition.
- Leaders changed the timetable to allow Art and Music teaching in longer time blocks. Every unit will cover one of Art or Music, allowing more time for learning, but still taking care that the IMYC Learning Goals are met. This allows students to develop their skills in art and music appropriately.

Community

Most members of the community can recognise and talk about rigorous learning and their children to achieve it.

The evidence we saw to validate the self-review included:

- Parents recognised the rigorous learning provided by the school and that the 'level' of learning was appropriate for their child.
- Parents mentioned that they were convinced that their children were ready for the next phase of learning and would fit in easily in different educational systems.
- Parents gave examples of their children being given extra support by the school with regards to EAL and subject related support.
- Parents mentioned the good communication with the school regarding individual children's learning
- Parent felt reassured that their child would find transitioning to other schools easy academically.
- All parents that completed the survey were confident that the school (IMYC) prepares their child (children) sufficiently for their next step. One parent commented: 'We head back to our home country very soon and we are confident we are taking back a confident student who has learnt so much at his time in ISK'
- In the survey most parent indicated that their child (children) were engaged in their learning through the IMYC and keen to learn more (65% felt that they loved school and learning with the IMYC)

During a meeting with community a parent shared that their child downloaded IGSCE questions to make sure they were ready to go back to their home country and was reassured that their subject learning was appropriate and sufficient.

The accreditation team judges the school to be 'Mastering' for Criterion 6.

Criterion 7: Implementation of IMYC Process of Learning.

The school judges its performance against this criterion as ‘Developing.’

ISK uses the word Reflection for the IMYC element Reflective Journaling

The following examples are from our observations and discussions:

Learners

In all classes students know about and engage with the IMYC Process of Learning, and how it impacts on their learning. They utilise elements of the process, such as Reflective Journaling and the Exit Point to improve and demonstrate their learning in Knowledge, Skills and Understanding.

The evidence we saw to validate the self-review across the mileposts included:

- All learners know about the Learning Process of the IMYC and were able to articulate how it impacts on their learning.
- In all classes learners could explain how taking part in the Entry Points introduced them to the learning planned for the next six weeks and helped them to connect to the Big Idea.
- Learners were able to explain how the knowledge harvest helps them to connect to what they already know and how it helps teachers to plan for their lessons, making sure they did not plan for them to learn things they already know.
- All learners reflect on their learning (called Reflective Journaling in the IMYC) and find links, not only to the Big Idea but between subjects as well. Reflection is embedded in every lesson and they realise it helps them to make ‘sense’ and remember their learning.
- The school developed a rigorous process where learners submit their proposed Exit Point (after three weeks learning with a specific unit) to their mentor on a template designed by the school. The template helps them to plan for their Exit Point well ahead of time and guides their thinking around questions like: ‘How does this link to the Big Idea’ How will you present your findings? Students use it to plan and prepare for their Exit Point and all students enjoyed using a structured form to support their learning through the Exit Point.
- Students commented on how the way they present their Exit Points (they present around four times to different groups made up of peers, parents and teachers) helps them to improve as they go along, taking into account feedback they receive along the way.

In M 1 students shared with us that with all subjects they used a variety of ways to reflect on their learning including: poems, comic strips, treasure hunt, collage, diaries, video as well as written and oral reflections.

In M 2 a student said that ‘the Entry Point attracts you to the Big Idea; it creates more connections in the brain and helps us understand more about the whole unit.’

In M 3 a student who has not been in the school for long described how they enjoyed the Exit Point because they could choose their own topic, had enough time to prepare it, they could work with another student and could show how ‘what I learned links together’.

Teachers

All teachers consistently and thoroughly implement the learning process of the IMYC throughout each unit and also linking subject learning to the Big Idea, and can articulate how and why this process helps to improve student learning. Teachers look for and engage with research connected to learning and reflect on implications for classroom practices. Teachers share new insights with learners and colleagues.

The evidence we saw to validate the self-review across the whole school included:

- All teachers reference the different elements of the IMYC Process of Learning in their unit planning and take part in collaborative planning and organising the entry and Exit Points. Even teachers such as the Mathematics and Korean teachers, whose subjects currently have no tasks in the IMYC, are very engaged with the IMYC Process of Learning and it is very visible in their planning and practise.
- Teachers share educational research articles with each other in their bi-weekly meetings, they are all subscribed to Marshall Memo's and share books in the staff room.
- All teachers meet regularly to plan for Entry and Exit Points and all take turns to plan for and implement them.
- Teachers developed displays of the IMYC Process of Learning all along the steps to the middle school floor with explanations and examples of each element. It reminds anyone using the stairs of the process and why it is used in the IMYC.

Leaders

All leaders ensure that the IMYC Process of Learning is fully implemented by all teachers in the middle years and that they develop the capacity with their teachers, learners and community to ensure that appropriate findings and research are utilised to improve learning.

The evidence we saw to validate the self-review included:

- Leaders ensure that IMYC professional learning is carried out each year to enable new teachers to learn about the IMYC and philosophy and pedagogy and experienced teachers consolidate their knowledge, and develop deeper understandings of the IMYC.
- Leaders attend more advanced IMYC courses (Festival of Learning) to keep up to date with latest development and updates of the IMYC.
- Leaders ensure that all subject teachers' planning shows the learning process and monitor that it is being used in all subjects.
- Leaders make time available for students to take part in Entry Points, prepare for and present their Exit Points to peers, teachers and parents, allowing for their personal learning and making meaning.
- Leaders developed a template planning document for students to submit three weeks into any unit ensuring successful implementation of the Exit Point element of the IMYC Process of Learning
- Leaders appointed mentors to support students through the planning, development and presentation of their Exit Point projects.
- Leaders organise professional learning, which is based on current research about how students learn and ensure that these have an impact on learning. For example all teachers have undertaken Kagan training, training on growth mindset and 'Brainology', and formative assessment (Dylan Wiliam).

Community

Most members of the community know about and participate in the IMYC Process of Learning and know how it impacts on their children's learning.

The evidence we saw to validate the self-review included:

- Most parents know about IMYC and participate regularly in and giving feedback on Exit Point presentations
- Parents shared examples of the different elements of the IMYC Process of Learning, such as linking to prior learning (knowledge harvest) and reflection on their learning over the six weeks.
- Parents support the research part of the learning activities at home: for example, researching news articles.
- Another parent shared that their child has developed 'better thinking' and was able to connect to connect to 'other aspects' of their learning.
- A parent mentioned that their child 'has become very good at presenting' through the Exit Points and most parent said they tried to attend the Exit Point presentations whenever they can.
- In the parent's survey parents knew about the IMYC Process of Learning through the many different ways that the school shared it with them; via email (35%) school website (20%), at parents meetings and information meeting (both 10%)
- In the survey most parents indicated they were involved in the IMYC Process of Learning and 25 % said they were involved whenever possible.

During a meeting with students one student shared that, while preparing for their Exit Point, they used a study of ants' behaviour in a nest to link to the Big Idea of Collaboration: When people work together, they can achieve a common goal. They were fascinated by the ants and how they work together

The accreditation team judged the school to be 'Mastering' for Criterion 7.

Criterion 8: Interlinking learning through the Big Idea

The school judges its performance against this criterion as 'Developing'.

The following examples are from our observations and discussions:

Learners

All students know that their brains learn associatively and that their learning in the different subjects of the IMYC can be linked through the Big Idea. For some learners, this is demonstrated in their Reflective Journaling and Exit Point.

- All students could explain why the IMYC uses a Big Idea to interlink learning and reflecting about how any learning they are busy with connects to other learning, it has become almost second nature for them to think this way.
- All students know that using the Big Idea as opposed to the theme leads to deeper learning and consistently refer to the Big Idea and not the Theme. They weren't always able to recall it verbatim but were often concentrating on parts. For example, when working with binary vs. decimal number in ICT and Computing students were asking themselves if using binary code is a formal structure that has been used over time and has value linking to the Big Idea for Respect: It's important to honour behaviour and processes that have proven merit.
- All students show how they link their learning to the Big Idea on their Exit Point planning sheet and refer to it during their presentations.
- Students give feedback to their peers on their Exit Points using a feedback sheet, always looking for clear links to the Big Idea as well as other success criteria

In M 1 a student shared when discussing their art piece that it was linked to the Big Idea of Discovery (Finding out new things is a human driver and affects things for better or worse.) as they had to use a technique that they had not used before, and that it also linked to Language Arts and International Mindedness.

In M 2 students shared how they enjoyed reading the other students' 'connection reflections' shared on the collaboration boards as they waited to go into class. For example a student wrote ' In Korean class, we talked about honorific forms of speaking languages specifically Korean. This connects to the Big Idea for Respect (It's important to honour behaviour and processes that have proven merit) because these forms of speaking are processes that we have to honour because it shows honour to others'.

In M 3 two students shared their learning on the Learning Showcase that the accreditation team attended. They shared that they learned about how our diet can affect our self-confidence negatively or positively (Identity: Our sense of self, and that of others, is continually developing through our different interactions and impacts on how we exist in the world)

Teachers

All teachers link learning through the Big Idea, which leads to the students making connections in their learning, developing understanding, making personal meaning and developing multiple perspectives.

The evidence we saw to validate the self-review across the whole school included:

- All teachers constantly make links to the Big Idea in their planning and practise as well as some direct subject links
- All homeroom teachers give students the opportunity to reflect on and write down the any links they identified with the Big Idea for their different subjects and some of these reflections are shared on their collaboration boards in the Middle School corridor.
- All teachers plan to link to Big Idea in own subject first, on a shared document, and then meet to discover extra links
- All teachers, in their role as mentors, help students to link their learning of the previous six weeks to the Big Idea, from planning their Exit Points on the template, through developing and presenting it.
- The language arts teacher has chosen the reading books to link to the Big Idea to help the students make connections. For example the Big Idea of the Identity unit (Our sense of self, and that of others, is continually developing through our different interactions and impacts on how we exist in the world) is linked to three books. A student wrote in a reflection noting that 'the book they were reading was about a person that has moved to another country and how that has changed her identity.'
- The Arts and Music teachers worked together to create a whole school musical, Peter Pan as a combined task. The Arts team collaborated and created activities that helped students to reach the IMYC Learning Goals and link to the Big Ideas for all three-year groups' Big Ideas through the musical.

Leaders

All leaders ensure that learning is linked through the Big Idea in all subjects by providing the structure and systems to support the necessary connections.

The evidence we saw to validate the self-review included:

- Leaders provide planning structures and systems that include links to the Big Idea in all subjects.
- Leaders have provided large Collaboration Boards outside the middle year classes for each year group to display the connections between the Big Idea and the subjects. They ensure that the boards are cleared at the end of a unit and updated regularly.
- Leaders ensure that homeroom teachers on a weekly basis spend time with the students to reflect on the connections between subjects and the Big Idea and display it on the boards.
- Leaders support teachers with ideas on how to link their subject to the Big Idea when they need advice

Community

Most members of the community know that linking learning through the Big Idea in all subjects helps support students' learning.

The evidence we saw to validate the self-review included:

- Most parents were aware of the Big Ideas for each unit and could explain how that helped their child (Children) link their learning.
- One parent was sharing how her child, on a trip to Disneyland kept on telling them how trying new experiences linked to the Big Idea they were using in their class. (Finding out new things is a human driver and affects things for better or worse.)
- On the survey one parent commented: '.... because the process they use are very well understandable and beneficial for their life times. They can use all these learning and make connections.'
- Another parent noted: they come forth with ideas connecting real life happenings around the world / everyday news articles with the Big Idea

During a meeting with parents a parent shared with us how their child is aware of what is actually happening in the world, can have a very 'mature conversation' about it and connect it to what they were learning in school. They commented: 'they are trained to connect things'.

The accreditation team judges the school to be Mastering for Criterion 8.

Criterion 9: Assessment that improves learning

The school judges its performance against this criterion as 'Developing'.

Learners

In all classes learners use a range of assessment practices for knowledge, skills and understanding to improve their learning.

The evidence we saw to validate the self-review included:

- In all classes students were aware of and used the different assessment strategies for Knowledge, Skills and Understanding.
- Students use self- and peer assessment to identify next steps in their learning for Knowledge, Skills and Understanding and could explain why the assessments were different.
- Students are able to explain that the next steps would be different for Knowledge, Skills and Understanding. One student explained 'it's obvious, it depends on what it is (K, S or U) on what you should do to improve'

In M1 students shared that teachers consistently test at the beginning of a unit (quizzes, tests etc.) to find out what they know already so they can all identify what they need to learn next.

In M 2 students were observed in language arts using planned peer conferencing and success criteria as a strategy to help each other reflect on how they can improve and review their writing. Two students were explaining how the entry point introduced them to the next unit and its Big Idea and how they really enjoyed doing something for 'fun'. They also shared how, when they reflect it helps them to understand how everything fits together to avoid 'pruning'. They also explained how it really 'worked' to help them to remember stuff as they go through what they have learned, 'change it a bit' and then remember it better. Students were also given the opportunity to design their own questions for a treasure hunt to revise for a unit test in Mathematics.

In M 3 students in language arts are assessed at the beginning of a unit for instructional purposes to allow the teacher to see what they can do or and what they know and at the end of a unit. This allows the teacher using success criteria and the assessment for learning rubrics to see how they have developed in their skills through a unit.

Teachers

All teachers use a range of assessment for Knowledge, Skills and Understanding to improve students' learning.

The evidence we saw to validate the self-review across the whole school included:

- All teachers use a range of different assessment strategies to assess for Knowledge, Skills and Understanding and support students to reflect on all assessment and identifying next steps, individually and in groups.
- Teachers analyse assessment results and adjust their planning accordingly.
- All teachers use skills rubrics to support students to self-assess, identify next steps and arrange activities that will help them to improve their skills and reach the next level.
- Teachers adapt the IMYC rubrics and add criteria and levels if they feel it is necessary for their subjects and supply the students with clear criteria before the start of an activity.

- Teachers give feedback in a structured way (as do parents and peers) on Exit Points and, in their role as mentor, help students to reflect on the feedback they received to improve their next Exit Points.
- Teachers give students feedback on assignments and allow them to improve them before submitting the final task

Leaders

All leaders ensure that a range of assessment practices for Knowledge, Skills and Understanding are implemented and understood by teachers. They are involved in the collection, analysis and use of this assessment information to support improvements in students' learning.

The evidence we saw to validate the self-review included:

- Leaders ensure a range of appropriate assessment practices are implemented and monitor that these are used and understood by teachers
- Leaders organise ISA tests in March and GL assessments in May and analyse the data to help them reflect on how to improve learning across the school. For example they revised the timetable and added an extra language arts class each week for reading to allow extra support.
- Leaders ensure that suitable Knowledge assessments are used in all subject classes, collect the evidence and advise teachers on making appropriate changes.
- Leaders ensure that student's skills are tracked and assessed with appropriate skills rubrics. They require that subject teachers allow students to self-assess in reflection journals on skills progression as well as developing understanding.
- Leaders put in place feedback systems for Exit Point projects, facilitating evaluation of understanding
- Leaders have planned data dialogues twice a year with teachers to discuss the results from their assessment trackers and whether any action is needed.

Community

Most members of the community know the reasons why the school has chosen its range of assessment practices for the different IMYC Learning Goals and how these support their students' development.

The evidence we saw to validate the self-review included:

- Parents were aware that teachers were using different assessment strategies for subject assessment for Knowledge, Skills and Understanding, for example:
 - o Parents are aware that standardised tests were used to assess knowledge such as ISA
 - o Parents shared that they received children's knowledge assessment for their signature regularly.
 - o Parents shared students were encouraged to self-assess with the AfL rubrics leading to them knowing more about their own strengths and weaknesses and how to improve their skills
- For the Parent survey 80% of parents knew that the school uses different ways to assess their child's (children's) learning and why they do that.

- One parent commented in the survey: 'I have seen my child bringing quiz papers back home for me to sign. Some of them are math skill assessments; some are social studies and science knowledge assessment. My child was also asked to write reflective journals to show her understanding of the Big Idea.'
- 75% of parents responding to the survey thought that the school's different ways of assessment helped their child (children) to know how to improve and another 15% thought it helped but were not sure why.

During a meeting with students they shared with the accreditation team how they studied and valued the feedback they received on their Exit Points as it helped them to 'design better ones the next time'.

The accreditation team judges the school to be 'Mastering' for Criterion 9.

Conclusion and Award

The accreditation team found evidence to support awarding the school with mastering for each criterion.

The school is awarded IMYC accreditation at Mastering level.

Isabel du Toit Head of IMYC

Jane Denby Head of Self-Review and Accreditation

May 2017